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**A Course of Study
in English —
— for the
Secondary Schools**

**a
progress
report**

BULLETIN 280

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

P38.19
HARRISBURG





COURSE OF STUDY
IN
ENGLISH
FOR
SECONDARY SCHOOLS
A PROGRESS REPORT



BULLETIN 280
1952



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
HARRISBURG

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FOREWORD

THE study of English in the secondary schools is particularly adapted to helping young people achieve the qualities of good personal living and of social competence. The subject matter deals with each student's attempts to express himself, to communicate with others, and to react to the people and to the literature of the world.

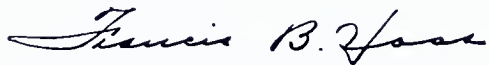
In this course of study the objectives, methods, and resource materials are described in terms of the realization of the behaviors of social competence. The past experience, the environment, and the developing values and aspirations of the learner as an individual provide both the setting and the points of emphasis. The ways in which many teachers have found and reported success provide an integrated outline and, in addition, unlimited opportunity for the use of initiative in meeting the challenges which youth and modern living provide.

Grateful appreciation is due to the many members of the district curriculum committees who have contributed to the contents of this publication and particularly to the members of the State Production Committee, which is guiding the continuing program throughout the Commonwealth.

Miss Miriam Booth, Coordinator of Secondary English, School District of the City of Erie; Miss Mabel Lindner, Teacher, Latrobe High School, Latrobe; Warren P. Norton, Superintendent of Schools, Meadville; David G. Paul, Teacher, West Philadelphia High School, Philadelphia; Kermit M. Stover, Supervising Principal, South Middleton Township School District, Boiling Springs, have reviewed the manuscript.

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April 1952.



Superintendent of Public Instruction.

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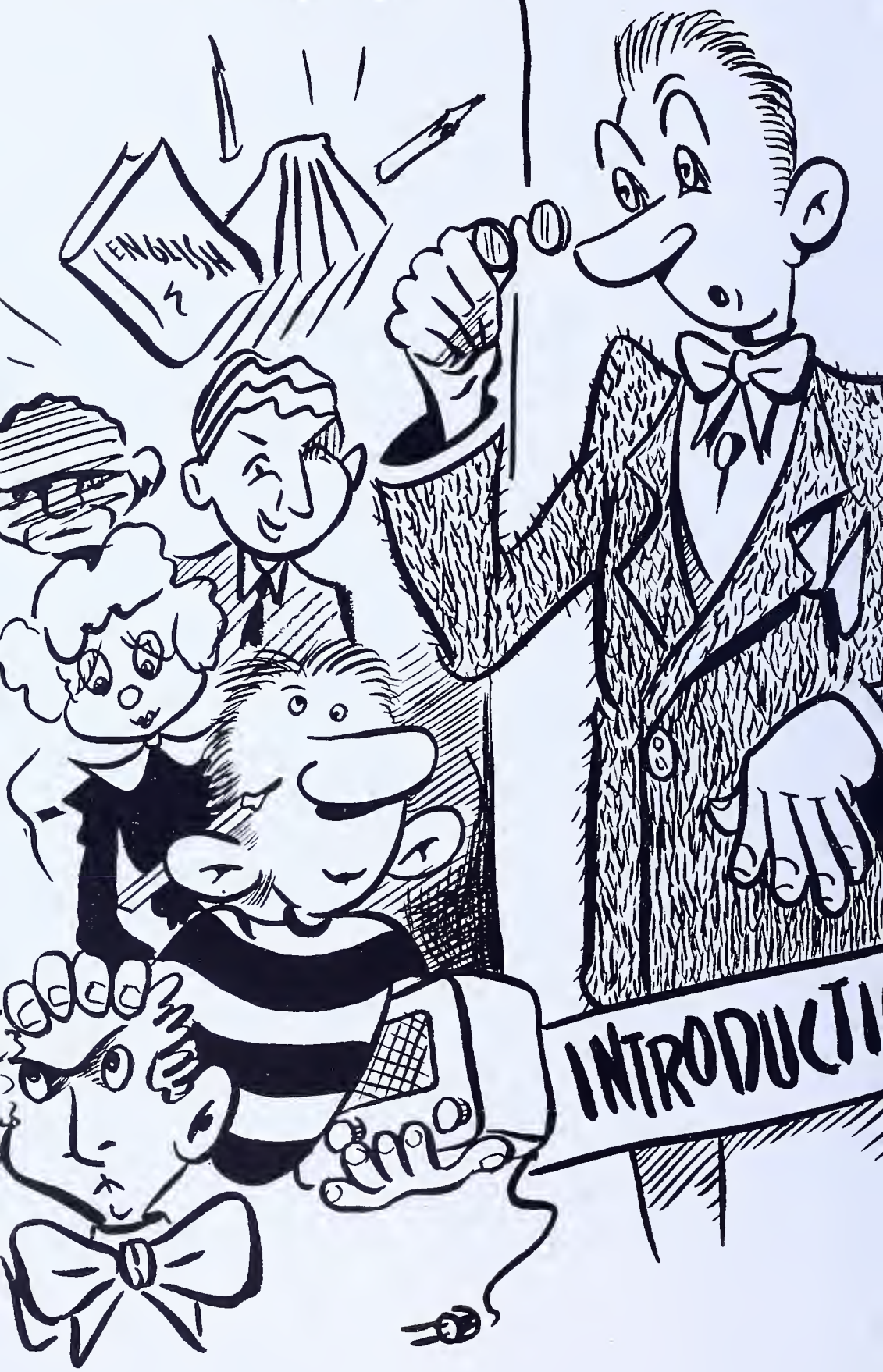
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ENGLISH



INTRODUCTION

This bulletin is dedicated to the idea that every American youth can learn to speak, to write, to listen, and to read better than he does. At the same time, every pupil can best acquire language skills through learning activities which make him a better homemaker, worker, and citizen. Study of the language arts finds its best justification and motivation in the contributions which are made to the all-round education of youth.

The idea of teaching language skills through learning activities is not new, as many Pennsylvania teachers have proved. This bulletin is a synthesis of ideas coming from those who are teaching the skills of communication and the behaviors of life adjustment to all Pennsylvania youth.

The Production Committee met for the first time in September of 1949. Several hundred teachers in all parts of the State helped, the State Department of Public Instruction helped, pupils, parents, businessmen, consultants, school administrators, writers, and friends helped. This publication is the result of these cooperative efforts.

The first thought was subject matter. "Should the simple sentence be taught in seventh grade and in ninth grade?" "Should *Ivanhoe* be read in the ninth grade or in the tenth grade?" "What should be the minimum essentials?" Among the committee members there were differences of opinion but horizons widened.

The committee studied the needs of young people in all parts of Pennsylvania. It was easy to see that in some schools no one needs that which may be needed in other schools. Furthermore, what some schools and teachers are ready for today others will not be ready for until tomorrow. This survey raised the question, "How can anyone tell the teachers and supervisors in all parts of the State what they must teach and when they must teach it? They are the ones who know best what their pupils need to learn." "Besides," added a committee member, "if teachers want to know *what* to teach, *how* to teach it, and *when* to teach it, they can use English textbooks."

Since there can be no master plan that assumes that all pupils are alike, this bulletin merely presents suggestions and principles that have come from the teachers of Pennsylvania.

No course of study will succeed unless the teachers on each faculty—through their own group and individual planning—adapt it to local needs. An effective curriculum grows in its own native soil. Pupils and schools are too varied for a committee in a distant conference to provide more than permissive ideas. Modern teachers are not looking for a formula. Curriculum improvement comes about only when something is done about something that

needs to be done. English teachers can readily adapt themselves to this new type of planning, for today they are coming to classrooms with more initiative, ingenuity, and with better preparation than ever before.

Bulletins 242, *Educating for Citizenship*, and 243, *Curriculum Improvement by a Secondary School Faculty*, have paved the way for this Progress Report. This Bulletin will serve as a resource unit of ideas. The committee hopes that each English teacher will find an idea in the Bulletin, try it, evaluate it, and then try another. We hope English teachers on each faculty will share experiences not only among themselves but also with the teachers at professional meetings and with readers of professional journals.

If you are given freedom in your teaching, shouldn't you also, in a democracy, assume the responsibility for sharing with others the results of your work? Won't you keep a record of your work to help our leaders with later reports? Through this cooperation we can continue to place Pennsylvania among the states that lead in educating American youth.

Your use of the evaluative report on the next page will be of help to the committee in preparing its revision of this bulletin.

NOTES

REPORT OF REACTION TO BULLETIN 280 COURSE OF STUDY IN ENGLISH FOR THE SECONDARY SCHOOLS

A Progress Report

Note: Each one who uses Bulletin 280 is requested to fill out this report. A semester of actual use should precede your evaluation. You may send the report to the Department of Public Instruction, to the State Chairman or to your District Chairman. (Names of State and District Chairmen appear on page iv.)

HAVE THE FOLLOWING BEEN OF PRACTICAL HELP TO YOU?

Check

CHAPTER I. THE ENGLISH CLASS AND THE TEACHER

The Adolescent	Yes___	No___
Classroom Environment	Yes___	No___
You, the Teacher	Yes___	No___
Making a Start	Yes___	No___
Class Organization	Yes___	No___
Sociometric Grouping	Yes___	No___
Development of Units	Yes___	No___
Summary	Yes___	No___

CHAPTER II. ACHIEVING GREATER GOALS

Introduction	Yes___	No___
Speaking and Listening	Yes___	No___
Writing	Yes___	No___
Reading	Yes___	No___
Literature	Yes___	No___

CHAPTER III. SCOPE AND SEQUENCE

Introduction	Yes___	No___
Seventh Grade	Yes___	No___
Eighth Grade	Yes___	No___
Ninth Grade	Yes___	No___
Tenth Grade	Yes___	No___
Eleventh Grade	Yes___	No___
Twelfth Grade	Yes___	No___

CHAPTER IV. EVALUATION

Yes___ No___

CHAPTER V. SUPPLEMENTARY MATERIALS

Yes___ No___

(Use the other side for further comments)

ENGLISH FOR SECONDARY SCHOOLS

CHAPTER I

THE ENGLISH CLASS AND THE TEACHER

Our pupils are going to live today and tomorrow—NOT YESTERDAY—and they must be educated accordingly. This can be done only if the curriculum is kept thoroughly alive. Mummified materials can never turn the trick.

—*Educational Leadership*, April 1948.

A faculty was asked to consider, "Why are you teaching your subject?" The English teachers stated that the customary objectives were: (1) to prepare pupils for college tests and classes, (2) to acquaint pupils with the great classics, (3) to teach English grammar so that pupils will use good English in speech and in writing.

The teachers were amazed to learn that according to a survey: (1) fewer than 10 per cent of the seniors of that school go to college, (2) several colleges to which students were going have no specific English requirements for entrance, (3) great classics are often written for adults in other times and today have little or no meaning for adolescents, (4) modern thinking and studies show that analytical grammar contributes little to the establishment of effective usage.

In the discussion which followed, problems were presented as to: (1) How can English courses be improved? (2) Have English courses caused high school dropouts? (3) How can pupils be taught to speak better English? (4) How can pupils be guided toward the reading of better types of literature?

Finally, a teacher remarked that it seemed to him many values of the study of language are missed entirely. He indicated that in science, social studies, and mathematics, language is a tool by means of which concepts, attitudes, and skills are acquired. He asked why language cannot be used for the same purpose in English classes.

This faculty is still at work studying just how a secondary school teaches adolescents for life in the twentieth century. The English teachers are now concerned with better ways of teaching adolescents to speak, to listen, to write, and to read.

The teachers of this faculty have discovered that pupils learn to speak by speaking, to write by writing, to listen by listening, and to read by reading. They have learned what the anthropologists have known for a long time—language is used when there is a need for communication. The need for communication grows from experience. A word acquires meaning as the user has experiences with it.

The faculty learned that facility in the use of language is developmental. Everyone can learn to use language better than he uses it, *if he is allowed to learn at his own rate*, and if the learning process is meaningful to him.

As the teachers worked together, they gradually learned that language could influence the lives of adolescents. For example, they learned that pupils' use of language improved as they wrote, spoke, listened, and read about their interests and their problems. By solving their problems, pupils improved their mental and emotional stability.

Miss Schultz pointed out the change in Lucy (baptized Lucia) since she had read *Mama's Bank Account*. After reading about the problems of Scandinavian-Americans, Lucy understood the sound values in her Italian parents' culture of which the children had begun to be ashamed. Miss Brown reported that Herman McCarthy was much less a problem since he had begun to center his reading, writing, and speaking on football and aviation.

The teachers discovered that when they planned, carried out, and evaluated class activities with their pupils, the pupils learned how to work together, how to conduct meetings, and how to respect different opinions—all sound elements of democratic living. Teachers and pupils learned that there were several ways of doing things, and that the democratic way was superior, for it emphasized the privileges and the responsibilities of each individual.

Through constructive, evaluative criticisms, these adolescents saw the need for learning to communicate and to study effectively. They developed skill in locating and using material for a purpose. They came to realize how rich their community really was in resources for learning. They later discovered that the world was their community. Through motion pictures, radio, television, literature, art, music, and travel, they learned how the different nations of the world communicate with one another. In their study of "Our Vocational Opportunities," pupils learned that they might work in Africa or in South America. They dis-

cussed the pros and cons of an international language. They discussed the possibilities of communication when people do not use the same symbols.

This school continues its study. No longer do teachers become angry or belligerent when they are challenged. They accept the challenge. They experiment, for they know that no one has found all the answers to the problem of how to educate a person most effectively for life today.

No one is certain of how to teach so that the world can solve its problems peaceably—enabling people to live their full lives. Yet everyone is convinced that language will play a major role in the solution of these problems. No one is certain of how to teach so that people will practice in their daily lives the spirit of the Ten Commandments, the Golden Rule, the Declaration of Independence, and the Constitution of the United States. Yet everyone is convinced that language will play a major role in the solution of world problems.

Language can also play an important role in:

1. Helping adolescents with the developmental problems they must solve in moving into adulthood
2. Heightening moral perception and developing sound values
3. Developing and expanding interests and increasing the capacity for the joy of living
4. Establishing effective work habits
5. Increasing sensitivity to the feelings and needs of others
6. Developing faith in democracy as a means of daily living
7. Developing critical thinking—so essential in this era of mass communication

The realization of the goals named above (see Chapter V of Bulletin 242, *Educating for Citizenship*) is dependent upon our willingness to ask ourselves such questions as:

1. Why did John quit school?
2. Will these young people be better citizens because of what we are doing in class today?
3. Am I meeting the needs of every pupil here?
4. Why am I teaching *The Idylls of the King*?
5. How many of these adolescents need to learn how to diagram a sentence?

6. Are my pupils learning to speak by speaking, or do I do all the talking and expect them to learn to speak by listening?
7. Am I teaching people to think or merely to memorize?
8. Do I know what an adolescent is?

THE ADOLESCENT

There are several ways by which we may learn about adolescents. The best way is to study the particular adolescents in our classes. What adolescents do, what they say, and what they write will provide the information we need if we are going to teach our "object" as well as our "subject."

No adolescent was born a liar, a cheat, or a thief. A pattern of factors, or pressures, may make him into a liar, or a cheat, or a thief. Adults like us may help to make him what he should be. If we are willing to study the adolescent, if we focus our attention on an adolescent's virtues, if we provide for the adolescent's basic human needs while we try to locate the causes of his difficulty (if he has any), we can increase our ability to produce desirable citizens.

A realization that behavior is caused by a pattern of pressures from the culture in which a person is reared, from the peer group, from the physical being, from the emotional being, and from the condition of maturing, helps us determine the factors causing a particular behavior. Our use of activities, books, and language may eliminate the pressures causing undesirable behavior. There is no *one* way to help every adolescent. Procedure will vary with each of them. We should be grateful to the other adolescents in our classes. They can do more for the pupil needing individual guidance than we can, if only we let them.

We also learn about adolescents by studying the research reports. From these reports, we learn that pupils of the junior and senior high schools are generally adolescents or preadolescents. In ages, they are grouped roughly as follows:

Preadolescents	10-12 years
Early Adolescents	13-16 years
Late Adolescents	17-21 years

Generally, boys mature slightly later than girls. Within the sex groups, marked individual differences in maturation may be found. There is also a close relationship between a pupil's behavior and the level of his sexual development.

The Needs of Youth

No matter what the stage of development, every pupil needs:

1. **SECURITY**—a sense of belonging—a sense of being accepted by teacher and fellow pupils
2. **AFFECTION**—a feeling that his teacher and his classmates like him
3. **RECOGNITION**—a feeling that his teacher and his classmates know his achievements and interests as well as his weaknesses, failures, and problems
4. **SUCCESS**—a feeling that he can meet goals that he, his classmates, and his teachers set
5. **FREEDOM**—a feeling that permits him to express his thoughts without fear and to do what he wants, provided that what he does is not detrimental to others

In the light of what are often considered basic human needs, we might consider:

1. The relation of failing grades to security
2. The relation of red ink to success
3. The relation of assigned reading or writing to freedom
4. The relation of sarcasm to affection
5. The relation of chilly formality to recognition

Junior High School Pupils—Characteristics

To work effectively with junior high school pupils, we should know that these young people:

1. Have a strong desire to be members of groups, gangs, or clubs. They often like to develop constitutions, bylaws, and formalities for their organizations.
2. Value peer-group approval or criticism more than that of adults.
3. Often have a relatively poor physical coordination. Boys, especially, at this level may hate to "get up before the class" or to dance.
4. Prefer group to individual games and activities.
5. Have wide intellectual interests.
6. Like variety, adventure, and excitement. Girls often become interested in romantic love.
7. Tend to be self-conscious.
8. Are interested in sex, but try to conceal the interest from parents and teachers.

9. Fluctuate between dependence upon adults and an independence that may appear rebellious.
10. Accept or reject parents and home.
11. Are strongly idealistic. Hero worship is common, and things are judged as all good or all bad—all right or all wrong.
12. Are often socially insecure and may compensate by making themselves conspicuous in dress or behavior.
13. Are interested in the opposite sex, but generally go around with members of their own sex groups. They may have crushes on age-mates or adults; their choice of “best friends” shifts rapidly.
14. Are greatly interested in money-making activities.
15. Clarify their sex roles—boys want to act like and be recognized as men; girls, as women. The “tomboy,” however, retains status with both sexes of her age group. The “sissy” loses status in his age group.
16. May be able to read as well as adults but do not necessarily enjoy reading or understand adult materials. These pupils may be avid readers of comics.
17. Often need help in accepting their appearance and making the most of it. Youngsters who are excessively fat or thin—youngsters with freckles, red hair, or pigeon toes—may require special help.

Senior High School Pupils

Senior high school pupils tend to

1. Have three important problems to solve:
 - a. Choosing a life work
 - b. Becoming independent of parents and adults
 - c. Assuming of adult sex role
2. Pair off with members of the opposite sex in addition to going around in crowds.
3. Conform to group standards in dress and behavior. Fads, creative vocabularies, and conspicuous behaviors are common.
4. Cover shyness and sensitiveness often with a “don’t care” attitude.
5. Resent adult domination.
6. Be deeply idealistic.
7. Be so preoccupied with activities, pleasures, and friends that reading must be extremely meaningful if any is to be done.
8. Be interested in the concrete rather than in the abstract. The relation of the past to the present is interesting to them.
9. Show widening and deepening of intellectual and aesthetic interests.

10. Be interested in learning about the ways of the world and curious about human relationships.
11. Differ in general interests. Boys are concerned with athletics and work. They prefer books of real adventure, science, athletics, and mysteries. Girls prefer romance and current best sellers.
12. Differ according to sex in oral and written composition interests. Boys tend to avoid writing for talking. If they write, they prefer to write about personal experiences. Girls like to write letters about friends, "dates," and home or school life.
13. Have one or more hobbies which make a good basis for classwork.
14. Feel awkward and embarrassed because of size, physical features, skin eruptions, and body odors.
15. Excel adults often in physical coordination and dexterity.
16. Become interested in a study of the effect of smoking and drinking on health, even while using the practices as symbols of revolt or sophistication.
17. Want a chance to write about or discuss personal problems and concerns.
18. Begin to build personal philosophies and to express opinions on religion, peace, economic systems, intergroup relations, government, and ethics.
19. Continue to mature in ability to reason. They may demonstrate an unusual quality and depth in abstract thinking and problem-solving if encouraged.
20. Believe that human life can be bettered and are eager to make it better.

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Other sources of information on adolescents include radio, television, plays, poems, and films.

The following are representative films that deal with adolescents and their problems:

A Criminal Is Born
Feeling of Hostility
Feeling of Rejection
Angry Boy

Learning to Understand Children
(Parts I and II)
Make Way for Youth
Shy Guy

For information as to where these films may be secured write to Audio-Visual Aids Division, Department of Public Instruction, Box 911, Harrisburg, Pa.

CLASSROOM ENVIRONMENT

English teachers agree that a poor environment has a deteriorating effect upon pupils. The room in which English is studied may be little better than the wretched environment portrayed in some book or play. Take a look at your room. Ask your pupils to do the same. Is it conducive to inspiration, to work, to thought?

First of all, check the lighting. Is the light evenly distributed over the room, or is the section near the windows glaring, and the section across the room murky? Is there glare from the tops of desks? Are chairs arranged so that light is correct for left-handed as well as for right-handed pupils? Is light coming over the right shoulder of left-handed pupils? How many foot-candles of light are available to each reader in the room? Is provision made for the pupil suffering a visual defect?

Now look at the ceiling. Is it white or cream-white? Does it have an 80-85 per cent reflection-factor? (Paint manufacturing companies will provide necessary information.) If your answer is *yes*, the cheering effect of sunshine permeates your room. What about your side walls? Do they have a 50-60 per cent reflection-factor? If your room has a south or a west exposure, the walls should be painted in tints of green, aqua, or blue. If your room faces north or east, use ivory, beige, cream, peach, or some color with warmth.

Now look at the woodwork. It should be light—floors, wood trim, and furniture should be of light color and without glare. The seats should be movable and of sizes and shapes to provide for individual differences. How does your room measure up? What can you do about it?

Even the blackboards need examination. With the change from black to yellow-green, the blackboards have become chalkboards. The blackboards have a 5 per cent reflection-factor, as opposed to the 30 per cent of the yellow-green chalkboards. Do you need all the blackboards in your room, or could you substitute bulletin board space?

One thing you and your pupils might do is to analyze your room. To establish criteria for your analysis, you should know that the members of the Illuminating Engineering Society and the American Institute of Architects recommend that the minimum foot-candles for classrooms on desks and chalkboards should be 30. The number should be increased to 50 for partially-sighted pupils. Your class can secure a light meter and survey the lighting, or ask the science classes to determine the number of foot-candles that are being supplied your readers. In some communities, the company furnishing the school with electricity will make such a survey.

With this study of lighting might go some study of vision. Do your pupils know that 20/20 means the tested eye can see at the standard distance of 20 feet the letters or symbols visible to the normal eye at 20 feet? Do they know that 20/50 means the tested eye sees at 20 feet what the normal eye can see at 50? The pupil who is not reading may not be reading because of some visual defect. The school health records should reveal the status of pupils' vision. Special examinations may be arranged through the school nurse.

Is your room equipped with bookcases and magazine racks? Are these so located that pupils have easy access to the materials displayed there?

Do you have space for displays of pertinent materials? Do you have tables around which groups may gather for work? Do you have filing cabinets where you and your pupils may file materials? What use do you make of such audio-visual aids as motion-picture projector, tape or wire recorder, filmstrip projector, opaque projector, public address system, phonograph, radio, television, tachistoscope, and reading accelerator?

If your room looks more like the Black Hole of Calcutta than a place of enlightenment, why don't you and your pupils do something about that environment? Pupils and teachers have made drab rooms attractive with the aid of pictures, plants, flowers, and reading materials. With administrative approval, many have cleaned, painted, scraped, sanded, and refinished furniture. Some have persuaded authorities to paint the rooms; others have painted the rooms themselves. What can you do?

YOU, THE TEACHER

There is one recipe for developing an effective teacher. An effective teacher is usually one who is physically and mentally healthy, although some people with poor health are good teachers. Generally a knowledge of adolescents and a liking for them are characteristics of a good teacher. A knowledge of subject matter and of effective ways of teaching is important. Adolescents have reported that their best teachers are fair and impartial, have a sense of humor, a broad general knowledge, many interests, and rarely, if ever, lose their temper.

Working on Curriculum Improvement

If the secondary school program in Pennsylvania is to meet the needs of all the children who want a secondary school education, and if we must keep all adolescents in school until they are seventeen, then we must do our best to meet the needs of all the young people *now* and to take each pupil from where he is to a place nearer the goal of effective education for all American youth. This bulletin has grown from reports of teachers who have tried to meet the needs of the adolescents in their classrooms. Many of the ideas come from teachers who are trying in English classes to develop more effective citizens for our democracy. We need the cooperation of all teachers if we are really to be effective.

Begin by taking an idea from those presented in this bulletin. Try that idea in your classes. Evaluate its worth. If it is good, keep it and

try another. If it did not work, ask yourself why. Share your work with your fellow-teachers, your administrators, and groups of teachers in professional meetings or in professional journals.

Remember: No one knows how best to teach adolescents so that they will develop into adults who use language effectively. One use of language is for communication concerned with such positive concepts as human happiness and world peace. Many people are trying to discover how to teach so that this goal is achieved. We shall come nearer the goal when classroom teachers participate in such a program as our State has instituted. Will you cooperate?

Now, how do we combine speaking, listening, writing, and reading into class procedure that will be in harmony with democratic principles? That may be difficult for us who were trained to teach autocratically, for us who made assignments and then checked on whether or not the pupils had "covered" those assignments. It may be difficult for us if we believe in covering a certain amount of grammar and/or literature. It may be difficult if our school is operated under an authoritarian philosophy. It may be difficult if our patrons insist that their children's education parallel their own.

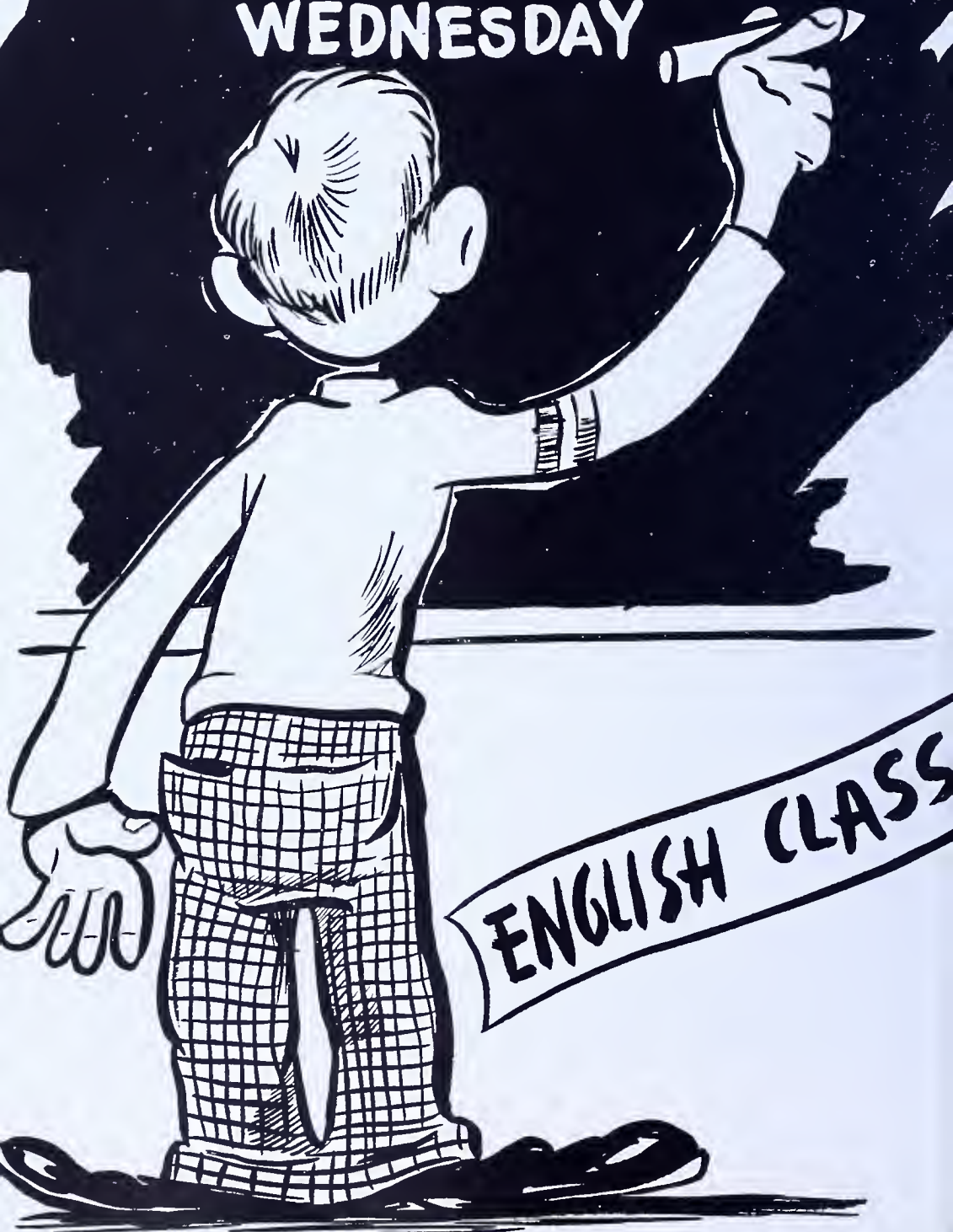
MAKING A START

No obstacle is insurmountable, if we are sincere in our desire to grow professionally. None of us should be so foolhardy as to revolutionize his entire program overnight, even if it be in need of improvement. Observation and thought about our programs may well be a good place to begin. In the midst of a class someday, we may ask ourselves some questions: "How many of these pupils are actively interested? Why are not *all* of the pupils interested?"

Maybe we can find the answer and arouse some real interest if we stop whatever we are doing and say, "*Suppose you tell me why all of you are not interested in what we are doing today. All of you came here to learn. I want to teach all of you. Now let us see what we can do about our problem.*"

That, or a similar procedure, could provide a beginning for pupil-teacher planning and for evaluation. It could involve group discussion with emphasis on critical thinking at the outset. It could provide a basis for grouping, for from the discussion could come groups organized on the basis of interests, problems, or needs.

**COMMITTEES WILL BE
READY TO REPORT
WEDNESDAY**



There are many ways of beginning to meet the needs of all the adolescents in our classes, but we must be guided by what is possible for us. We cannot, for example, completely change our personalities overnight. If we have been stern taskmasters, we rob the adolescents of their security when we suddenly become agreeable and understanding. Maybe we should take time to check ourselves against the qualities that pupils name when they are asked to characterize their "best teachers." These, in the order of their frequency, are the qualities the pupils consider desirable:

1. Sense of humor
2. Fairness and impartiality
3. Friendliness in and out of class
4. Neatness and attractiveness of dress
5. Cheerfulness, enthusiasm, poise
6. Knowledge of subject
7. Ability to maintain discipline
8. Reasonableness in regard to homework
9. Understanding of adolescents and a liking for them

CLASS ORGANIZATION

Often the English teacher can relieve much pressure if he organizes his work so that stacks of papers do not stare at him accusingly and demandingly every evening and every weekend. This may be the place to point out that marking all the mistakes on a pupil's paper only discourages the pupil and makes him dislike writing.

Have we not seen pupils take one look at the paper on which we had spent time and effort, crumple it up, and toss it into the wastebasket? Do our pupils continue to make the same mistakes on the papers they write for science and the social studies as they make in their English work?

Generally it is better to write a positive, friendly comment on each paper—something that provides for that basic human need, recognition—something like, "*This is well expressed, John.*" "*You had a long day, Henry, before you wrote this. What can we do about it?*" or "*This is a perfect sentence, Mary. It has an important thought, and there is not a single error in it.*"

With a few papers marked like this, pupils may soon be asking for help with errors they make. They feel secure enough to ask for help

when they feel that what they have to say is important and that success, freedom (they choose their topics), and recognition are bases upon which their growth is built.

What Can We Do to Organize Our Work?

Yes, we are concerned with errors. If sixteen people have trouble in matching pronouns and verbs, we take class time to call the sixteen together and teach how and why certain pronouns "go steady" with certain verbs. We do not read every paper if we have 200 students daily. We read as many as we can: some are read aloud in class, some are projected with the opaque projector for class consideration. But all papers are kept in folders, marked with pupils' names and filed in our rooms. Teachers need folders and files. If files are not available, apple boxes and orange crates may be used as filing cases, and folders may be made by pupils from cardboard. In them, pupils may record the books, poems, magazine articles, and newspapers they read. Occasionally we can review the folders to see whether or not growth in thought and power in writing are developing.

We can be freed to do more individualized guidance in our classes if we have rotating class chairmen. Adolescents need practice in leadership as they do in cooperation. For purposes of evaluation, class secretaries or recorders who summarize at intervals what learning has taken place are helpful. Classes thus organized often become so efficient in their operation that the teacher is free to do many of the important aspects of teaching that he cannot do when the complete responsibility is his. He will have time to select a folder, sit down with a pupil, and discuss needs, problems, and interests. (Note pages 322-329 in Bulletin 242, *Educating for Citizenship*.)

The class procedure best suited to learnings which involve pupil-teacher planning, executing, and evaluating, is the workshop. Through it, individual needs are met by group action. The adolescents have a chance to teach each other. Another advantage is that the workshop type of organization more nearly approximates real-life activity—especially in a democracy. Furthermore, this type of organization lends itself well to programs of life-adjustment education and to the development and use of various types of unit instruction.

A workshop type of class may develop from the needs of the group. For example, in a class of thirty, let us say that eight want college-preparatory training, twelve have already chosen their work, and ten "don't know," but would like to learn about job opportunities. Each group elects its chairman and secretary. The problem, or unit, is con-

cerned with the developmental task adolescents must solve—choice of life work—but each group is working on a different aspect of the problem.

In the group concerned with college preparation, some members may be writing to colleges for catalogs to determine entrance requirements. Several of the group may be interviewing college graduates. Others may visit the campuses of colleges and report their findings to the group (and to the class). Some in the group may be doing research on the need for people in the particular vocational area chosen. Some may be working on a survey of vocational needs in the home community. From the work may grow a resource unit of help to future classes.

The group may have used vocational aptitude tests and self-analytical instruments like the "Inquiry on Student Needs" (Public Instruction Bulletin, 243) or *Youth Inventory*.¹ The group may also have read the *Life Adjustment Units: Understanding Yourself, What Good Is High School, Choosing Your Career*, and *Discovering Your Real Interests*.

The other two groups, of course, have been working similarly. When a group has completed its work, it makes a final report to the total group. The work of the small group is then evaluated by the total group.

The evaluation is concerned with such questions as:

1. Was the work of value to the group doing it? To the class? To the school? To the community? To the nation? To the world? How?
2. To what extent did each member participate?
3. Was the final report interesting? Well organized?
4. Did the final report stimulate thought? Group discussion?
5. What evidence is there of growth in language skills? In democratic processes? In ethical attitudes?

There are times when the whole class may read a poem together chorically—times when the whole class listens to a Sandburg recording—times when a speaker reports on a subject of interest to the whole class. Generally, however, in organizing our class so that each member learns most effectively, the class is subdivided into small learning groups—small enough for each member to participate actively in each class period.

If three people need work on spelling they constitute a working group. At the same time, four students may be drafting letters in a search for

¹ Send to Science Research Associates, Inc., 228 South Wabash Avenue, Chicago 4, Illinois, for information.

information on television; six may be previewing a film for class use; five may be solving a stage-lighting problem; nine may be reading silently; and one may be conferring with the teacher about a personal problem, interest, or need. *Every pupil in the class is learning by doing.*

There are hazards for us in beginning this work. Usually we feel inadequate because we have had little training in this method of grouping and teaching pupils. Many of us find it difficult as we try free-reading programs with a focus on human relations, to break away from a traditional point of view that the older literature is, the better it is. But if the Elizabethan poets and the essayists, biographers, diarists, and dramatists of later days do not meet the needs and interests of the pupils they will not serve for the class group.

We teachers are prone to set up standards of achievement beyond those attainable by groups of adolescents, who often have had little or no experience in the workshop type of class organization. As with the language skills, group work becomes better as the participants experience and evaluate.

In this type of class organization the pupils obtain experience in planning, executing, and evaluating; the pupils also obtain experience in speaking, listening, writing, and reading. They are encouraged to express *themselves*. *Thus their work becomes creative.* The teacher serves in the role of guide, consultant, and friend. When he doesn't know the answer, he says so, and challenges the group. *"Now, where can we find the answer?"* The group finds the answer. The teacher should never feel guilty if he does not know all the answers. None of us is master of all the world's information, yet sometimes we think we should be when adolescents are encouraged to learn all they want to learn.

When we are with some people we feel inferior, tongue-tied, and ill at ease. With other people, we feel free, important, and capable. Adolescents feel the same way about their classmates. Many adolescents will take a failing grade rather than express a reaction when certain other adolescents are in the group.

The study of social relationships is called sociometry. The "map" of these relationships is called a sociogram. The sociogram often reveals pupil relationships of which teachers are unaware. We use sociometric grouping in our study of the social relationships existing within a class.

Many times when we ask ourselves, "What is wrong with this class?" the answer becomes apparent from study of a sociogram.¹

Such grouping becomes effective in setting up committees and in integrating into the class people who are shy, strange, or behavior problems. People who are regarded as "slow" are often amazingly effective as members of a group set up sociometrically.

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DEVELOPMENT OF UNITS

As yet there are but few schools in our State working on a core curriculum or with a real-life curriculum. Most of us are working on a subject matter, textbook curriculum. In moving from the latter in the direction of a real-life curriculum, we may start with the unit approach to learning.

There are many kinds of units, and there are many ways of defining them. (See Bulletin 243, *Curriculum Improvement by a Secondary School Faculty*, pp. 120-149.) Before anyone of us begins to develop and use units in teaching, he needs the understanding and cooperation of his administrator, who is close enough to the patrons and to the history of the school to know whether or not it is advisable to begin such work. Usually, though, if a teacher refrains from using educational lingo—"progressive," "pupil-teacher planning," "new"—he is safe in beginning at least a subject-matter unit in his English classroom. Through the use of such units, pupils begin to learn how to plan, to execute, and to

¹ See Bibliography above.

evaluate. They learn to do research and to use community resources. They begin to learn by doing. They begin to learn for social living. The teacher who goes to summer school and "cans" units to be used the next school year or the teacher who combs the literature of prepared units should be sure that these units can be adapted to meet his pupils needs and wants. The unit should never be so inflexible that the problems of adolescents in the class cannot be considered as they arise.

A teacher beginning to work on units should feel free to drop a unit or to change one after a fair trial if the needs, problems, and interests of the pupils indicate the advisability of a change. A teacher may begin with *Romeo and Juliet* and end with "Dating." In terms of adolescent needs, problems, and interests, the shift is sensible. However, preliminary to initiating the unit an overview by the teacher with the pupils should determine whether the unit will be acceptable to the group.

Any unit should be based upon the needs of the particular group of pupils with whom the teacher is working. This start presupposes, on the part of the teacher, a knowledge of adolescents in general and of these adolescents in particular. The former knowledge is gained from a study of authorities; the latter, from observation, home visits, study of school records, interviews, and testing.

Studying the Community Is a Help

To know a pupil, a teacher needs to know about the community in which the pupil has been reared. The community culture pattern is important in the education of an adolescent. If the teacher and the group study the elements of a community culture, the teacher can better understand his pupils, and the pupils can learn how to become more effective citizens in communities.

OUTLINE FOR STUDYING THE COMMUNITY

1. Population Characteristics
 - a. What is the racial composition?
 - b. Do people tend to remain in the community?
 - c. What is the ratio of old to young people?
 - d. What is the ratio of males to females?
2. Institutional Structure
 - a. What organizations in the community work on job placement?
 - b. What organizations in the community work on health problems?
 - c. What organizations in the community work on recreation?
3. Value Systems
 - a. What are the community folkways and mores?
 - b. What does the community prize as achievement?
 - c. How does the community characterize a "good man", a "good woman"?

4. Community Problems

- a. What are the problems of the community?
- b. Who is working to solve them?
- c. What can we do?

5. Education of the Community

- a. What people, organizations, and businesses are educating the people of the community?
- b. How does our school educate the people of the community?
- c. Why do pupils drop out of our school?

6. Helpful Materials

Harp, Henry, *Outline for a Community Survey*. Nashville Curriculum Laboratory, George Peabody College for Teachers, 1938, Bulletin No. 64

Goodykoontz, Bess, *Know Your Community*. Washington, D. C., U. S. Government Printing Office, 1941, Leaflet No. 57 (10 cents)

Scoreboard For Your Town. Syracuse, New York State Citizens' Council, Inc., 601 E. Genesee St., New York (Free)

To determine the status of youth in the community, see Chambers, M. M., and Bell, Howard, *How to Make a Community Youth Survey*. Washington, D. C., American Council on Education, 1939 (25 cents)

To determine the status of the schools in the community, see Hand, Harold, *What People Think About Their Schools*. New York, World Book Company, 1948

If the school is to make such a study, it is wise for the teacher:

1. To consult with the administrator to determine the advisability of the project
2. To secure cooperation if possible of some other organized group like a Chamber of Commerce or a lay Advisory Group
3. To have in mind a real purpose for the community study
4. To determine whether such a study has recently been made or whether some other teacher (social studies?) is planning such a study
5. To have a fundamental philosophy about the function of education in the present-day secondary school, the democratic way of life, and the world in terms of basic needs and peace.

Whatever kind of unit the teacher wishes to start, he should keep the organization simple. With the pupils he decides:

1. Objectives—What are we going to learn?
2. Procedures—How are we going to do it?
3. Materials—What will we use?
4. Evaluation—How will we determine whether we have accomplished what we set out to accomplish?

Never should the teacher and the pupils get lost in trying to adapt a complex unit-structure into a workable framework for a particular class. Adolescents, and sometimes teachers, find little difference between "long-

range objectives" and "immediate objectives." Often there is no purpose in laboring to distinguish between them.

The following units on the community were developed by teachers in Pennsylvania high schools:

UNIT I

OUR COMMUNITY¹

A UNIT IN EIGHTH GRADE ENGLISH

Pupil Planning

Discussion of the local community by an eighth grade English class led them to desire to learn more about the town in which they lived. It was suggested that they might want to organize any information they obtained, put it into written form, and make it available for others to read.

The class decided to write and publish a book reporting on the town in that year. The book was to contain articles on all phases of community life, with photographs to illustrate them. Forty copies of the book were to be published, the written material to be hectographed. Each member of the class was to receive a copy of the book, one was to be placed in the school library, one given to the ninth grade civics class for use in the study of the community, and others were to be given to teachers and school officials selected by the class.

The class decided what the book should contain and what committees were necessary to carry out their plans. An editor-in-chief, associate editors, art editors, and photography editors were selected by the class. All members of the group were contributors.

Pupil Activities

From the table of contents they had agreed upon, the students selected the subjects they wanted to investigate and about which they were to write articles. Information was obtained by interviews with officers of community organizations, community officials, businessmen, parents, and friends. The telephone was used frequently in checking facts and in obtaining data needed to complete articles. The telephone directory and city directory were found to be indispensable sources of information.

When the articles were written and submitted to the editor-in-chief,

¹ Tyrone High School.

he distributed them to the associate editors for any corrections or revisions that were needed.

The class discussed what photographs should be included in the book. Twenty-five were decided upon, including a photograph of the authors. The photography editors took the pictures, developed the films, and made forty prints of each of the twenty-five pictures. The necessary photographic materials were paid for by the class.

For the cover of the book, an original design featuring landmarks of the community was developed by the art editors. Under the direction of the art supervisor, the art editors used the air brush to stencil the design on forty covers.

Copies of maps of the community were obtained from the publisher of the local newspaper. One was placed in each book.

When the articles were all complete, several senior high school commercial students assisted in typing and hectographing them. The editorial staff then assembled the books and prepared them for distribution.

Evaluation

The unit was considered successful for these reasons:

The project gave the students a meaningful reason for language activities.

Students became so interested in the project that they came back to school in the evenings to work on it.

Interests aroused in working on the project have been developed further by some of the students.

Civics classes have found the book a valuable source of information about the community.

The library copy of the book is frequently used by students and teachers.

Students experienced the pleasure of working together on a project in which they were really interested.

The activities of the students stimulated their interest and increased their knowledge of the community.

The whole class took a great deal of pride in the completed project. The class experienced democratic group procedure in action.

Practical experience was provided in cooperation and in leadership. The project was broad enough to provide for varying abilities and special interests.

UNIT II

FINDING THE WAY¹

A UNIT IN NINTH GRADE ENGLISH

Preview

Sixty-nine per cent of the pupils in Bedford High School come from rural districts. Many live twenty-five to thirty miles from town. Some are better acquainted with the cities of Altoona and Cumberland, Maryland, than with Bedford. All agree that they should know more about the town where they will be going to school for the next four years. Our town pupils agree too, because as they so often say, "People ask you how to get somewhere, and you feel stupid if you can't tell them how."

So our first aim in ninth grade is to get acquainted with the town of Bedford. Going from the study of this small locality into the reading of road maps is easy and natural. Then, if there is time and interest, the boys and girls read time-tables for buses, railroads and airways, plan trips, arrange complicated schedules, and write stories of their travels—real or imaginary.

What direct connection can all this have with the study of ninth grade English? Is there any virtue in acquiring this knowledge just for its own sake?

Answering the first question provides opportunity for (1) conversational English in informal group study and in summing up each day's work; (2) exposition, oral or written, in giving directions and making descriptions; (3) writing and speaking about trips planned or taken.

Considering the second question the study justifies itself. Bedford is a resort town, located at the junction of two national highways, the Lincoln and the Horse Shoe Trail, and is only two miles south of the Pennsylvania Turnpike. The town has five good-sized hotels, several tourist cabin camps, and many tourist lodging homes to accommodate visitors who come to enjoy its swimming pools, skating rinks, golf links, and other recreational facilities. It is near the Bedford Springs Hotel where from May to October conventions attract many people. Should not those who live in or near Bedford know where and how to direct these persons? Then too, nearly all our boys and girls learn to drive

¹ Bedford High School.

cars when they are freshmen or sophomores, often traveling far from their homes. Should not they learn how to read maps?

Activities

Getting acquainted with Bedford is the first step in this project. Here is how we start:

1. The class is invited to consider whether they would like to get better acquainted with Bedford. How? By study, by reading, and by walking trips. They are usually eager to do this.
2. They are then asked whether they could find their way around town on an errand alone and get back to the high school. Many admit that they could not do this, but they think that they should know how.
3. The class is asked what they should know about the town. The list usually includes:
 - a. Streets—their names and directions
 - b. Main highways—their names and numbers; directions they run
 - c. Directions and routes to nearby cities.
 - d. Restaurants and hotels—names and locations
 - e. Public buildings like the court house, the post office, the churches, the jail
 - f. The hospital, doctors' offices
 - g. Garages and filling stations
 - h. Amusement spots—motion pictures, skating rinks, pools, etc.
 - i. Spots of historic interest
4. Mimeographed copies of a diagram showing the main streets of Bedford are given to the pupils, Bedford residents can help the others in
 - a. Marking the compass directions
 - b. Locating the high school building
 - c. Writing the names of the streets where the high school building is located
5. The class discusses a walking trip to see part of the town and to learn some facts about it.
 - a. The streets and locations for the first trip are chosen by the teacher, to include the main part of the business district where many important buildings are to be found
 - b. Before any subsequent trips a class committee decides where to go and what to see
6. On trip day the class assembles, and with a Bedford pupil as guide, starts out on the tour; each person has his printed diagram and his pencil with him.

- a. The guide follows the prearranged plan for the trip
 - b. He tells the class in what direction they are starting, and calls to their attention every change of direction so that they can follow the actual streets and the diagram simultaneously
 - c. At each intersection he pauses to let them write the name of the streets
 - d. At each point to be noted he stops to let them observe and mark it on their diagrams. He or another well-informed pupil points out interesting facts. (Since the town dates from 1751 and has some buildings left standing from the late 1700's, we can usually point out, *à la* Ripley, facts which amuse and interest the class, and tend to stick in the memory.)
7. On the day following a trip, the class discusses what they saw or did. Then a sort of clearing house is held about correct locations for places on the diagrams. Corrections are made and questions relative to the trip are answered.
8. Various types of assignment may follow. Here are some that have proved fairly successful:
- a. A descriptive write-up on some "High Light of My Trip." A review of the spots visited will provide everyone with something to write
 - b. Reading the booklet, "A Brief History of Bedford," followed later by a discussion

Here are some points emphasized daily during this project:

1. Find a route or a location by
 - a. Giving directions: preferably *right* and *left*, not north, east, etc., as the former are much easier to follow
 - b. Giving distances in blocks or miles
 - c. Describing landmarks, as buildings, monuments, etc., to help the seeker find the place he wants
2. Learn facts about the town and its environs and give definite, accurate information in class quizzes

Much the same procedure is followed in later extensions of the study. Pupils are permitted to tour some business and public places such as the fire engine house, the marble-cutting works, one of the feed mills. From these visits plenty of material emerges for class discussion and for writing.

The study of road maps and travel schedules takes the pupil from what he knows into what he doesn't know, and provides good "extended" learning. For instance in the study of Bedford, they learn the application of the compass directions; in map study, they follow compass direc-

tions when they learn to locate unknown spots with the map key; and in trip planning, they use compass directions and read bus schedules.

Outcomes

To list the desirable outcomes of this study and to grade them as to effectiveness is not difficult. In the summer time I frequently see my pupils giving directions to individuals or groups. Traveling country roads just to view the scenery I have found myself lost from time to time, only to stop at some farmhouse and have some former pupil step out and give me directions. In the course of making home visits, I have often used the directions or diagrams given me by youngsters and have successfully found their homes. Last, if it may be considered evidence of successful study, visiting alumni have often recalled the time spent in map-reading or in tramping the streets of Bedford and have testified that it was a valuable part of their freshman English course.

Materials

1. Mimeographed diagrams of the business district of Bedford
2. *A Brief History of Bedford*, written by Annie M. Gilchrist, a local woman interested in historical research
3. Maps obtained in class-size lots from local gasoline service stations
4. Maps of Bedford Borough, loaned by the Borough Office
5. Maps of Bedford County, from the State Department of Highways
6. Magazines to use for reading as background for writing travel stories:
 - a. *Saturday Evening Post*
 - b. *The Reader's Digest*
 - c. *Ford Times*
7. Time-tables from the Pennsylvania Railroad and the Baltimore and Ohio Railroad, obtained respectively from the Altoona and Cumberland, Maryland, passenger offices
8. Time-tables from the TWA, obtained through the Pittsburgh office
9. Greyhound bus schedules, obtained from the local bus station

SUMMARY

A program of curriculum improvement should begin with a study of what the pupils need to learn in order to live better as homemakers, workers, and citizens. Second, curriculum improvement workers should find out and report the best ways to meet these needs. Curriculum development should represent an integration of: (1) pupil needs, (2) social

values, (3) subject matter, (4) learning activities, and (5) means of comprehensive evaluation. No one of these five can be emphasized to the exclusion of the others. The problems involved in curriculum planning require the best that modern research and grass-roots cooperation can provide.

Society and people have been undergoing such rapid changes that it is difficult for schools to adjust their programs fast enough to provide the education that is needed. In addition, recent educational research has discovered much about what learning is and how it can best be stimulated.

Many research workers and our fellow teachers-in-action, individually and in groups, have evolved several basic points of view which contribute to effective education for youth today. These results of a half century of progress are generally accepted: (1) in modern textbooks on educational psychology,¹ (2) in books on teaching methods,² (3) in the 1950 edition of the *Evaluative Criteria* of the Cooperative Study of Secondary School Standards,³ and (4) in reports of State and National committees.⁴ These sources present points of view on which each of us must make his own decisions.

Are the prestige and consensus of these sources significant? Do the findings represent the development that comes from scientific research and growth in any profession? Do these sources indicate the "unity out of diversity" which we need to go forward together? Has there been evolved "a scientifically derived philosophy of education"? Is a gradual achievement of the expressed points of view possible?

Many teachers are adapting their work to these points of view. Other teachers are dissatisfied with present results and are looking for more valid curriculum practices. Curriculum improvement programs have been organized in nearly every state and city so that the behaviors of good citizenship and scholarship may be better developed and so that public funds for education may be spent more effectively. In Pennsylvania, in addition to the State curriculum improvement program, four school study councils and twelve annual principals' workshops have been

¹ Arthur I. Gates, and others, *Educational Psychology*, New York, The Macmillan Company, 1948.

² *Learning and Instruction*, Forty-ninth Yearbook of the National Society for the Study of Education, Chicago, Illinois, University of Chicago Press, 1950.

³ *Evaluative Criteria*, Washington, D. C., Cooperative Study of Secondary School Standards, 1950. (See Chapter IV)

⁴ See Yearbooks of the National Society for the Study of Education.

organized to stimulate the changes which are represented. Many local faculty programs are focused toward the development of programs of modern education.

Some of these points of view are listed below in order that we may consider them and may understand some of the bases for suggestions which are made in programs of curriculum improvement and in the pages of this bulletin.

Objectives in Terms of Growth in What the Learner Does

*Learning is a change of behavior—thinking, feeling, and acting—which is produced by what the learner does.*¹ There is a difference between teaching for knowing and teaching for doing. The dual problem of helping youth to mature and to acquire desirable behaviors, including skills in the *use* of subject matter, is broader than has been assumed.

Teaching for doing involves the principles that:

1. Objectives are best expressed as desirable changes in what the learner does. We are teaching students to use language for effective living now.
2. Desirable changes in the learner do not develop automatically as by-products of the teaching of subject matter.
3. Each language skill—speaking, listening, reading, and writing—requires direct provision for its practice in active learning situations and in types of evaluation.
4. There is a distinction between the memorized learning of inert ideas and the functional behaviors and transfer values which are developed through meaningful learning activities in unit study. Learning-by-doing activities—which are meaningful to the learner in terms of his life and needs—create intense participation and real learning. Learning for doing involves much doing in the learning.
5. The teacher's ability to teach, his desire to learn, his understanding of adolescents, his awareness of society's problems, and his general cultural background are important considerations in teaching.
6. Learning situations are meaningful to the learner insofar as they are, for him, lifelike and worth while—geared to his interests, needs, and problems. He instinctively resists learning that is—for him—useless and trivial, which lacks unity or relation to his own experience or ambitions. Discipline is best when it is inherent in the meaningfulness of the learning.

¹ *Learning and Instruction*. See footnote 2, page 26.

7. Learning activities of a problem-solving unit are especially productive of critical thinking and of the functional use of subject matter, both of which are needed continually in school and in life. Problem-solving behaviors are developed through learning activities in which they are practiced.
8. Teacher preplanning and pupil-teacher planning are both essential for well-motivated class activities.¹ Pupil participation in planning develops pupil concerns and efforts beyond the shallow ones of getting a mark to please the teacher and to add more credits.
9. Learning has been defined as the behavior changes—thinking, feeling, and acting—which result from what the learner does. Successful teaching, then, involves setting the stage with problems, learning activities, and subject matter that will assure pupil reaction, practice, and attainment of the desired behavior changes, including skill in using subject matter. Classrooms should be transformed from lesson-hearing rooms into learning laboratories.
10. Experience has shown that the study of principles does not by itself result in curriculum improvement. Specific individual or group problems that merit action are the best points of departure. However, attacking problems without reference to basic principles does not often result in improvement. A two-way procedure, from problems to principles and back again, is most effective. In this process we need the cooperative effort of every teacher in Pennsylvania if we are to teach every child how to become a happy, effective citizen.

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¹ *Educational Psychology.* See footnote 1, page 26.

A Prayer for Teachers

O LORD of Learning and of Learners, we are at best but blunderers in this godlike business of teaching.

We have been content to be merchants of dead yesterdays when we should have been guides into unborn to-morrows. We have put conformity to old customs above curiosity about new ideas.

We have been peddlers of petty accuracies, when we should have been priests and prophets of abundant living. We have thought more about our subject than our object. We have schooled our students to be clever competitors in the world as it is, when we should have been helping them to become creative cooperators in the making of the world as it is to be.

We have counted knowledge more precious than wisdom. We have tried to teach our students *what* to think instead of *how* to think. We have thought it our business to *furnish* the minds of our students, when we should have been laboring to *free* their minds.

It has been easier to tell our students about the motionless past that we can learn once for all, than to join with them in trying to understand the living present that must be studied afresh each morning. From these sins of sloth may we be freed. May we realize that it is important to know the past only that we may live wisely in the present. Help us to be more interested in stimulating the builders of modern cathedrals than retailing to students the glories of ancient temples.

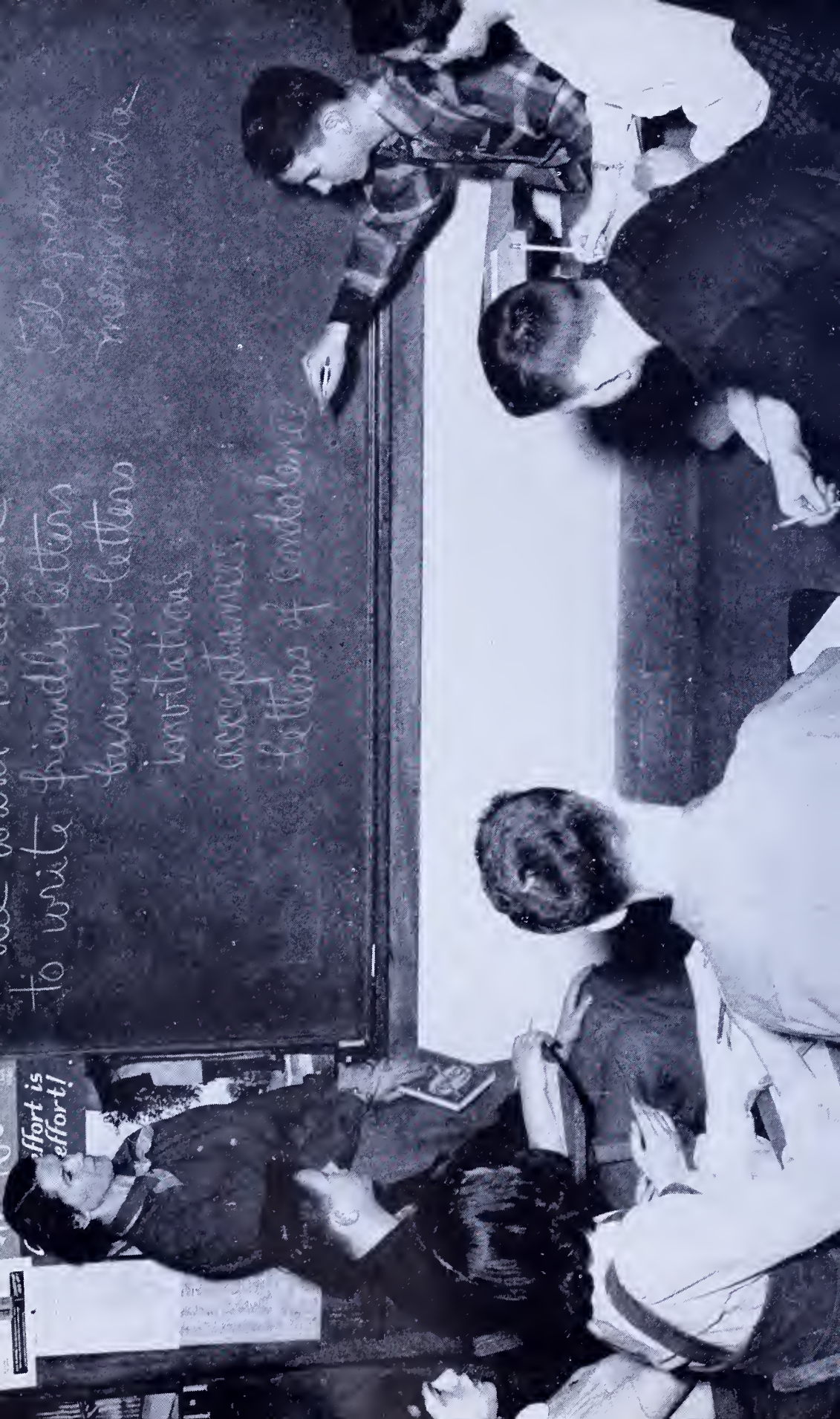
Give us to see that a student's memory should be a tool as well as a treasure chest. Help us to realize, in the deepest sense, we cannot teach anybody anything; that the best we can do is to help them to learn for themselves.

Save us from the blight of specialism; give us reverence for our materials, that we may master the facts of our particular fields, but help us to see that all facts are dead until they are related to the rest of the knowledge and to the rest of life. May we know how to relate the "coal scuttle to the universe."

Help us to see that education is, after all, but the adventure of trying to make ourselves at home in the modern world. May we be shepherds of the spirit as well as masters of the mind.

Give us, O Lord of Learners, a sense of the divinity of our undertaking.

—GLENN FRANK



effort is
effort!

to write
friendly letters
business letters
invitations
acceptances
letters of condolence

telegrams
memoranda

CHAPTER II

ACHIEVING GREATER GOALS

If you would be successful, decide where you are going and start now.
No race can be won until after the start has been made.

—Seneca

In the planning of new materials and methods there are two general ways, used separately or together, by which we may achieve greater goals.¹

First, improved lesson plans—based on customary content—may be made. These may show the following enrichment: (1) content, (2) related objectives, (3) many related learning activities, (4) more comprehensive means of evaluation, and (5) a variety of text and resource materials. For these plans, a customary sequence of subject matter may be the basis from which enrichment is developed. This type of planning may have value in itself, or it may be a step toward the ability to plan and use an experience unit type of planning.

Second, an experience unit method of planning may be used. A school faculty, an English class, cooperatively, or any one of us, individually, studies the needs of youth and decides upon functional objectives to be achieved. Units for a direct attack upon the objectives are then prepared. For these units, the functional objectives or phases of them are unit titles and direct bases for planning. The means by which we hope to achieve the objectives are next determined. These means, or activities, constitute the learning-by-doing method that research indicates to be most effective and best retained. In the planning period, we also determine how we expect to measure whether or not our objectives have been realized. The teachers of Pennsylvania have contributed many units of this type for this bulletin.

In addition, there is a day-by-day improvement in teaching. Problems considered are those that arise out of the local situation. These problems are important. Problem-solving of this type is constantly under way with all of us when improvement in any of the many ways of teaching is a constant challenge. As a type of self-discovery, it is of tremendous value. Its steps may be described by such simple words as: (1) an idea that something can be done better, (2) a tryout of what seems better, (3) a gathering of data, (4) a judgment used to measure improvement, and (5) more know-how and professional satisfaction. This action-research should be done by each of us. Without it, curriculum improvement is not possible.

¹ See Chapter VI, "Achieving Educational Objectives," *Curriculum Improvement by a Secondary School Faculty*, Bulletin 243, Harrisburg, Pa., Department of Public Instruction, 1950.

What Help Do Teachers Want?

"We want to know how to deviate from the textbook without getting lost; how to introduce and teach a unit; how to plan with pupils. . . .

"We want to know how to change the morale and behavior of groups; how to use the principles of group dynamics; how to help groups reach decisions and evaluate their own work; how to relate ongoing activity to the problems, concerns, and tensions of pupils; how to work with a small group in a classroom and, at the same time, keep other pupils profitably busy. . . .

"We want to know how to spot and use community resources; how to find people who know the answers to our problems and how to get their help; how to build units on problems not found in textbooks; how to provide school experiences that will help pupils toward maturity."

These were the grouped replies of three hundred classroom teachers to an inquiry on what help they wanted most.¹

Similar problems are faced by many of us today. They have been created by the impact of modern education upon a traditional educational process. Statistics which reveal startling personal and social shortages have made their solution a matter of deep concern. Our consideration of them is invited in this bulletin. For their solution, tryout and self-discovery must move into the classroom.

Reports in the literature of education—and in this bulletin—indicate how some individuals have solved the "how to" problems which many of us have. The results, which are reported, are achieved by the factors of the situation which produced them—the teacher, the pupils, the school, and the equipment. However, the results provide stimulation and suggestions for all of us. *Bulletins and reports are of significance not in what they do for us but in what they get us to do for ourselves.* Each of us must try out and prove the experiences of others and develop and report still other experiences in our own classrooms if "how to" problems are to be solved.

Since first attempts may not achieve full success, patience is necessary. As in any kind of problem-solving, learning-by-doing, particularly learning-by-trying, is the best approach. Few experiments in education end in failure. There is much room for improvement; and the zeal, vigor, and enthusiasm, which we ourselves contribute, will result in better total development of students no matter what results may be measured.

Some challenges to greater goals for any of us may be indicated by the chart on the opposite page:

¹ Vernon L. Replogle, "What Help Do Teachers Want", *Educational Leadership*, Volume VII, Number 7, April 1950.

A TEACHER'S SELF-RATING CHART

	Yes	CHECK ?	No
1. Can I define the actual pupil behaviors—thinking, feeling, and acting—which I am trying to develop?	_____	_____	_____
2. Do I guide learning activities in which desirable behaviors in speaking and listening, reading and writing are practiced?	_____	_____	_____
3. Can I depart from daily recitation (textbook assign-study-recite-quiz procedure) without getting lost?...	_____	_____	_____
4. Can I plan and guide an experience <i>subject matter</i> unit?	_____	_____	_____
5. Can I plan with pupils and guide an experience <i>life-problem</i> unit?	_____	_____	_____
6. Do I know how to use the principles of group dynamics?	_____	_____	_____
7. Do my pupils feel free to discuss their problems with me?	_____	_____	_____
8. Can I relate content teaching to the adolescent problems, concerns, and tensions of pupils?	_____	_____	_____
9. Can I subgroup, form committees, etc., and keep all working on a well-motivated level?	_____	_____	_____
10. Do I know how to spot and use community resources?	_____	_____	_____
11. Do my students apply the principles of my subject to their own problems?	_____	_____	_____
12. Do I involve the introverted and "isolates" in group activities?	_____	_____	_____
13. Do I teach my pupils how to read and study my subject?	_____	_____	_____
14. Do my students use good English in oral and written reports?	_____	_____	_____
15. Do I continually invite student problems for discussion and problem solving?	_____	_____	_____
16. Are my students having actual, frequent practice in critical, inductive reasoning?	_____	_____	_____
17. Do I work with a school club to further special interests?	_____	_____	_____
18. Have I had adequate preparation in fields which are related to my subject?	_____	_____	_____
19. Do I have an adequate knowledge of my object—the learner?	_____	_____	_____
20. Have I had intensive and modern preparation in the subject I teach?	_____	_____	_____
21. Do I relate my work to that of other subject teachers in my school and request similar cooperation?.....	_____	_____	_____
22. Do my students understand the vocational opportunities in my subject field or work to which it may lead?	_____	_____	_____
23. Do I praise more often than I blame?	_____	_____	_____
24. Do I subgroup to meet the special needs of vocational and precollege students?	_____	_____	_____
25. Do I make a special effort to locate and encourage talented youth?	_____	_____	_____



SECTIONS OF CHAPTER II

Further suggestions for the solution of these and other problems are made in the following sections:

A. LISTENING AND OBSERVING

C. WRITING

B. SPEAKING

D. READING

E. LITERATURE

SECTION A

LISTENING AND OBSERVING

Speech is civilization itself!

Thomas Mann, *The Magic Mountain*

Everyone talks to someone. Speaking and listening are a part of most situations. Children are constantly experiencing things in their everyday lives by listening and observing. The better chance a child has to relate and discuss these experiences during the school day, the better chance he has of learning, for the act of speaking helps to integrate his experiences into his being, and the act of listening helps his classmates to do the same.

To the English teacher goes the challenge of providing the right classroom climate for speaking and listening. Since English class is a social institution in itself, every word spoken is important in developing group attitudes and understanding. Pupils need to acquire a feeling of belonging to the group; they need help in setting up standards for discussion activities, and for intragroup activities and experiences. They must have something to talk about before they can talk to even a small group of their classmates; and what they talk about must be real and vital to them. They need to recognize common levels of English—formal, colloquial, and “everyday.” When boys and girls reach the point where they are talking not for the teacher but for the group, the techniques involved in speaking become not ends in themselves but the means to an end.

The English Curriculum Commission of the National Council of Teachers of English stresses effective use of language for daily communication as a basic objective:

Communication is a two-way process, involving social and psychological adjustments as well as effective use of language. Hence, it is important that the skills of communication be taught in situations which involve such adjustments and not in isolation.

Among the most used skills are ability to persuade, to explain clearly, to make reports, to plan in groups, to defend a point of view, to engage in group discussion, to share personal experiences inter-

estingly in conversation or personal letters, to use with ease the language of guest-host relationships, to conduct meetings, to make announcements, to interview others, and to carry on business transactions effectively and courteously in face-to-face contacts and by mail.

Especially important is mastery of the underlying processes of observing and assimilating experience, selecting ideas or detail with a purpose in mind, organizing material clearly for presentation to others, and expressing oneself with clarity, interest, and, among more gifted students, with some degree of personal style.¹

LISTENING

Listening is one of the fundamental language skills. It is a medium through which children, young people, and adults gain a large portion of education—their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral) it is of vital importance that our pupils be taught to listen effectively and critically.

Until quite recently the ability to listen well has been taken for granted. We have assumed that children learn to listen quite naturally without systematic instructions, as they learn to walk. And they do! So it is with talking. By the time children are ready for school at five or six, they have developed remarkably in speaking and in listening. Seldom are they able to read and write. So the schools have concentrated on reading and writing. In recent years, the schools have realized the mistake of this over-emphasis on the reading and writing skills and have made great progress in bringing speaking into the language arts curriculum, but we have scarcely made a beginning in listening.

Even in the everyday world, listening plays an important role. Some of our most critical affairs are conducted orally. A session of the UN Assembly, a meeting of Congress or of the State Legislature, a radio address on the "State of the Nation" by the President of the United States, a panel discussion or debate on a local city ordinance—these are just a few instances of oral communication which require us to be good listeners. During the past generation, we have seen whole nations swayed by the fanatical, unintelligible screamings of a Hitler or a Mussolini. The people of Germany and of Italy were taught to listen—but not to listen critically.

Listening and hearing are not the same. We know very little about the ability to listen beyond observing that people do not listen very long unless they have some hope of understanding that to which they are listening. The

¹ Communication No. 7, Commission on the English Curriculum, National Council of Teachers of English.

skills involved in intelligent listening are complicated—the ability to recall, to anticipate, to visualize, to perceive relationships in an auditory situation in which the rate of reception, unlike that of reading, is constant for all listeners, and in which the opportunity for regressive movements is not present. Nevertheless, particularly with the advent of the radio, the sound motion picture, and now television, expert guidance in listening has become a major responsibility of the school.

Objectives

1. To develop the power of learning efficiently from oral instruction
2. To develop ability in constructive thinking through listening to others
3. To appreciate the viewpoints of others
4. To develop appreciation of techniques involved in the presentation of oral materials
5. To develop standards of judgment in evaluating material heard

In developing listening skills, first emphasis should be placed on the necessity for courteous listening. The pupil should recognize the need of giving full attention to the speaker and what he has to say, and of respecting the rights and opinions of others in discussion and conversation. He should acquire the skill of listening with a view to participating in a discussion of what he has heard. Such discussion gives him an opportunity to test the degree of accuracy, attention, and understanding with which he has listened.

In order to develop the skill of informative listening, the pupil's interests should be broadened and intensified. He should be made aware of the large variety of materials, such as lectures, oral reports, explanations, and instructions, to which he may listen. Standards of taste in listening for enjoyment may be developed by recognizing the relative merits of recordings and radio programs.

The skill of critical listening can be developed as the student matures. Young people should be made aware of their susceptibility to the various propaganda techniques. The radio, the sound track of the motion picture film, and the telecast are powerful molders of public opinion. The high school student must learn to analyze the source of authority for the statements which he hears through these media.

Learning Activities

To achieve immediate and ultimate goals, various activities are needed to provide for the development of listening skills:

1. Explanation by the teacher in making assignments and in giving all oral directions in class
2. Oral reports by students followed by a response and evaluation from the listeners
3. Critical discussion
4. Group decisions reached as a result of class discussions
5. Oral readings by the teacher and talented students to encourage appreciation
6. Musical, dramatic, and literary recordings designed to encourage understanding and appreciation
7. Assembly programs for instruction, enjoyment, and critical listening
8. Radio listening

What to do with the pupil who is hard of hearing is a problem which all teachers must face at some time. Assigning the child a satisfactory seat and training him to read lips are two devices which can be helpful to the hard of hearing. The teacher should make every effort to draw these backward, shy people into classroom activities. The reports on hearing, included in the pupils' health examinations, will receive the same thoughtful scrutiny as the reports on seeing. Each teacher will be concerned with the health report of each child.

OBSERVING

Closely associated with the listening skills is the development of the art of keen and accurate observation. Observing is a basic, natural means of communication which should develop as a person grows older. "A picture is worth many words" is an expression often heard.

Vivid dramatic posters, an exciting colorful picture, unforgettable moments in the theater or on the motion picture screen—all these can tell a story or arouse mixed feelings and emotions within us, often with a minimum of words. Symbolic figures, such as the American flag, the Red Feather, John Bull, Uncle Sam, the Statue of Liberty, are full of meaning and tell volumes without a single word being spoken.

However, we must realize that observation is not art appreciation. We are primarily interested in what the film, poster, or exhibit has to tell us. Color and line are employed by the artist to develop the form and structure of the painting, but how clearly the artist conveys his message to the viewer is what we are primarily interested in as communicators.

We cannot escape the fact that the vast audience of 80 million who patronize the motion picture theaters in the United States every week and the rapidly growing television audience in the homes of America indicate a specific need for developing skills of observation. Most spectators believe whatever they see, yet a documentary film may present only one point of view on some current topic of interest. The viewer is prejudiced in his way of thinking, influenced mostly by the facts which he has seen illustrated on the screen.

Objectives

Certain objectives can be set up for a program in observation:

1. To observe consciously and systematically
2. To report accurately what has been seen
3. To make a critical analysis of what has been seen

To realize these objectives the English teacher can easily teach secondary school children the skills of observation. First of all, pupils should be taught to observe more closely. Simple tests can be devised to show how inaccurate many of their observations are. The techniques of critical observation can follow. Our children should be taught not to believe everything they see. Facts have often been distorted for a distinct purpose when they are presented in a film. Children should learn to recognize and evaluate such propaganda media.

The secondary school teacher has many materials for developing skill in observation. These include motion pictures and plays, dramatizations, filmstrips and slides, demonstrations, field trips, tours and excursions, textbook illustrations, pictures and photographs, posters, graphs and diagrams, charts, cartoons, and exhibits.

The listening and observing skills are not isolated language skills. Listening, for example, is closely correlated with speaking. Viewing a sound motion picture calls for skills in observing and listening. All of the language arts should be integrated so that the pupil will be taught all phases of the language program.

An excerpt from the Bethlehem Public Schools Course of Study in Language Arts and English on pages 40 and 41 shows how the five language skills have been integrated to facilitate the realization of the various broad basic experiences and aims:

INTEGRATION OF BASIC

TOPICS AND BASIC MATERIALS	OBSERVING	LISTENING
<p><i>Grade Ten</i></p> <p>Reading and evaluating nonfiction.</p>	<p>Observe attitudes of the authors in dealing with controversial topics.</p> <p>Observe and learn to use library facilities in such connections.</p>	<p>Listen to radio programs, such as <i>America's Town Meeting</i>.</p>
<p><i>Grade Eleven</i></p> <p>Consider our Pennsylvania culture as we see it and as it appears in literature, art, etc.</p>	<p>Observe pictorial material dealing with Pennsylvania culture and compare it with other regional cultures.</p>	<p>Listen to conducted tours of Moravian Archives and other Moravian buildings.</p> <p>Listen to talk by a prominent member of the Moravian Congregation.</p> <p>Listen to the radio play <i>Asebee and Sabina</i>, presented by station WSAN, to observe the Pennsylvania Dutch dialect.</p>
<p><i>Grade Twelve</i></p> <p>Look ahead:</p> <p>Become familiar with the opportunities, work and life in Bethlehem.</p>	<p>Observe people at work in Bethlehem: professional business fields, etc. See vocational films.</p>	<p>Listen to points of view on dangers and rewards of work opportunities in Bethlehem. Find, through interviews, advantages outside Bethlehem.</p> <p>Listen to speakers in assembly and at career and vocational conferences.</p>

LANGUAGE SKILLS

SPEAKING	READING	WRITING
<p><i>Grade Ten</i></p> <p>Conduct panel discussions or debates on contemporary topics suggested by your reading.</p> <p>Select topics for discussion in committee meetings of students.</p>	<p>Read articles and books dealing with racial and regional contributions to civilization, home and family, social problems, such as Rourke's <i>Davy Crockett</i>; Sugimoto's <i>A Daughter of the Samurai</i>; Bruce's <i>The Trail of the Tsetse</i>; Day's <i>The Noblest Instrument</i>; Benét's <i>We Aren't Superstitious</i>; Thompson's <i>America</i>.</p>	<p>Make summaries and research reports. Write compositions on personal likes and dislikes. Maintain a constant viewpoint.</p>
<p><i>Grade Eleven</i></p> <p>Discuss the customs of the Moravians as mentioned by Franklin, bringing out those which are still observed and those which have been discarded.</p> <p>Discuss Stephen Vincent Benét's connection with Bethlehem.</p>	<p>Read Franklin's <i>Autobiography</i>. Read the sections on Jake Diefer in Benét's <i>John Brown's Body</i> and Mark Twain on Philadelphia in <i>The Gilded Age</i> (a general, favorable comment). Compare with descriptions of New York, Whitman; of New England, Frost; of Illinois, Sandburg.</p>	<p>Write to a friend telling him about the points of interest described by Benjamin Franklin after he visited Bethlehem.</p> <p>Prepare a paper dealing with some phase of Moravian culture, such as architecture, music, education.</p> <p>Prepare for a panel discussion of the outstanding characteristics of other regional cultures.</p>
<p><i>Grade Twelve</i></p> <p>Arrange for interviews by telephone. Have round-table discussions of pros and cons of opportunities in Bethlehem.</p>	<p>Read widely American and world books on problems: home, labor, business, professions, peace.</p> <p>Read short stories, such as Bjornson's "The Brothers," Maltz's "Man on a Road," Edgar Smith's "Prelude;" the plays, Sherriff's <i>Journey's End</i>, Capek's <i>R.U.R.</i>; the essay, Gene Richard's "On the Assembly Line."</p>	<p>Compare a reading with a personal experience. Select a subject useful for propaganda purposes and show how it can be developed for fictional purposes. Make impromptu reports based on readings and observations.</p> <p>Take notes on information given in career conferences, vocational talks in assembly.</p>

SECTION B**SPEAKING**

To secure information on the role of speaking in adult real-life situations, one Pennsylvania school system circulated the following questionnaire as a community survey of public speaking needs:

DETERMINING SPEECH NEEDS

Underscore the appropriate word:

1. Do you (occasionally) (frequently) (seldom) (never) have to preside at a business meeting?
2. Do you (occasionally) (frequently) (seldom) (never) lead a discussion?
3. Do you (occasionally) (frequently) (seldom) (never) take the lead as president in a general meeting, as in Grange, Sunday School class, PTA?
4. Do you (occasionally) (frequently) (seldom) (never) make a speech to promote your business?
5. Do you (occasionally) (frequently) (seldom) (never) make a speech of a general nature in a club or church program?
6. Do you (occasionally) (frequently) (seldom) (never) teach a Sunday School class?
7. Do you (occasionally) (frequently) (seldom) (never) present a report before a group?
8. Are you (occasionally) (frequently) (seldom) (never) a member of a panel discussion?
9. In the past six months have you (occasionally) (frequently) (seldom) (never) entered into a discussion on some topic of political interest (local) (state) (national) (international)?
10. In the last year how often have you helped to plan a program for some church or some club activity? Indicate approximate number of times _____.
11. In the last six months have you (occasionally) (frequently) (seldom) (never) talked about some topic of importance or interest to your community?
12. Do you find one of the following greatly influencing your ideas about politics or religion?

*Check**Check*

- | | |
|-----------------------------|------------------------------------|
| 1. Radio () | 4. Television () |
| 2. Newspapers () | 5. Family () |
| 3. Church () | 6. Other individuals () |

13. If you haven't discussed objectively such topics as concern the state of the world or nation, may one of these be the reason for your nonparticipation:

Check

1. Not being in a group that discusses such things? ()
2. Not having thought about the problems that exist? ()
3. Not having read anything about such topics? ()
4. Not having heard anything on the radio about such topics? ()

14. Have you (frequently) (seldom) (occasionally) (never) been at meetings where you were bored or dissatisfied because:

Check

1. The chairman allowed discussion to stray from the point at hand? ()
2. One person in the group dominated the discussion? ()
3. The decision had apparently been made before the meeting and was pushed through without a general discussion? ()
4. The chairman did not insist upon a clear-cut decision and the matter was left hanging in the air? ()
5. The purpose of the whole discussion was not made clear? ()
6. The persons speaking could not be heard or understood? ()

15. Have you had the opportunity to be president, secretary, treasurer, or leader of a group and refused because:

Check

1. Of having had no previous experience? ()
2. Of being too timid to attempt a new position? ()
3. Of having other more important obligations? ()
4. Of lack of interest in the group's activities? ()
5. Of feeling that the criticism you might receive would outweigh the good you might accomplish? ()
6. Of feeling that another person available then for the position could do more for the group than you could? ()
7. Of doubt of your ability to work as a leader with other people? ()

16. Have you had occasion lately to

Check

1. Give directions telling how to get to some place? ()
2. Give directions telling how to do something? ()
3. Explain why or give reasons for some question or decision, as to the neighbors, the family, etc.? ()



DISCUSSING A BOOK

17. Have you experienced a feeling of failure because:

Check

1. You could not give directions plainly enough for another to follow successfully? ()
2. After explaining, you had to answer so many questions that you felt your explanation fell short? ()
3. You could do what you were trying to explain but could not express yourself well enough that another could understand your directions? ()
4. Your reasons why in explaining a question or decision were not clear to another person? ()

1.

INFORMAL DISCUSSION

Because in a democracy, discussion is a form of action, and not just a prelude to action, high school youth need countless opportunities to engage in directed classroom speaking activities. In addition to planned, formal occasions for speaking, such as are necessary for the panel, the round table, or the town meeting, there are situations arising almost daily in English class which are rich in possibilities for training pupils to think and to speak.

When boys and girls gather on the steps or in the hall or around a desk before the bell rings, many animated and stimulating discussions take place. What do they find to talk about? The newest dance step, the latest records, the most recent parental outrage, the vital boy-dates-girl, last night's movie, plans for tonight--or, just possibly, home work.

Once inside a classroom, however, the spontaneity vanishes, animation gives place to frustration, lethargy, and indifference; bright ideas and strong opinions are obscured by stereotyped thinking and spiritless agreement with the teacher. At least, that is what happens unless the teacher is on the alert to tap this reservoir of adolescent interest for classroom use.

Many of these free discussions can be carried on in class. How can school dances be improved? How do you solve the problem of hours and allowance in *your* home? How was last night's movie better or worse than the book of the same name? Why can't parents and children speak the same language? What's the newest swing vocabulary? What's new in teen-age slang? Why is it slang? Why do adults frown upon it? What slang expressions were common when mother was a girl? How does language grow? How does speech change? And so on, *ad infinitum*.

When the teacher uncovers pupil interests and problems, faces light up, tongues loosen, opinions fly back and forth, arguments wax hot and furious, quips are exchanged, someone makes a "wise crack" . . . and . . . there's the bell! Each child leaves the classroom with a better understanding of himself and his fellows. He feels he is part of a group, and he looks forward to coming back to class tomorrow and taking up the discussion where the bell cut it short. He has expressed himself in English class without feeling self-conscious, stupid, or inferior. He has been participating in real *oral expression*. He likes that kind of English.¹

2.

CONVERSATION

Although it is not difficult to imagine a person passing a day without making a speech, conducting a meeting, acting in a play, or being on the radio, it is difficult to imagine going through a day without conversation.

Adolescents love to talk, but unless they are talking to other adolescents, their conversations are likely to bog down into a series of questions and answers. They are forever grateful to the person who gives them

¹ See Unit I, page 71.

some pointers on how to start a conversation, how to keep it going, and how to bring it to a close. High school boys and girls need constant guidance and practice in courtesy and the niceties of speech. Too often, formalities are taken for granted, when actually boys and girls are suffering from inadequate experience in, and a knowledge of, common courtesies.

Classroom instruction and formal practice in forms of introduction, leave-taking, and other simple social graces are not enough. *The teacher must provide actual experiences.* School trips, guest speakers, and class parties are only a few typical experiences which may fit into the English program. A book-and-author tea; a guest from the community theater, radio station, recreation department, or any civic agency; a visit to a shut-in, a theater party, an open-house for parents and friends, entertaining another class or section at a special assembly, dramatization or class exhibit¹—all afford opportunities for the exercise of appropriate formalities and polite conversation.

Young people also profit from reading and discussing examples of intelligent, witty conversation from short stories, magazines, novels, and plays.

Radio, television, and the motion pictures have their contribution to make in teaching the art of conversation. Children can soon tell when dialogue is real and true to life or when it is stilted, forced, and artificial.

It is important for boys and girls to learn what other people talk about. A class project involving a survey of conversation topics among: boys of their own age, girls of their own age, teachers, younger children, older boys and girls, businessmen, mothers and fathers, is a revealing experience. From it, boys and girls learn the importance of adjusting conversation to suit personalities, age groups, interest groups, and situations. It broadens their understanding of conversation and gives them some realization of their own limitations.

Conversation in the classroom is an activity to be encouraged. The use of "conversation corners," "conversation periods," "buzz sessions," or any group plan of free talk is preferable to a teacher-dominated class conversation. The success of these periods depends to a large degree

¹ See Unit II, page 75.

upon their timeliness. When enthusiasm is at its peak, when a topic is sizzling with interest, when an issue is really pressing, that is the time to talk it over because then almost everybody will have something he really wants to say.

No lesson, project, or unit on conversation would be complete without some reference to creative listening—the kind of listening which is stimulating and encouraging to the speaker. Boys and girls should become conscious of the debt they owe the listeners in their lives. How important are the people who listen to their troubles, their complaints, their “gripes,” their worries, their fears and who, by their listening, give them new confidence, courage, and inspiration! It is important for every young person to learn how to put another human being at ease by the simple method of asking a few friendly questions and listening with unaffected interest. Since conversation is a two-way affair, every child who learns to be a better listener also learns to be a better conversationalist.

3.

THE INTERVIEW

To interview a stranger on a given topic and bring back accurate information for the benefit of the class involves a variety of social skills and good English practices. Making an outline of information to be acquired and formulating leading questions are necessary steps in preplanning. Taking on-the-spot notes and reporting back to the class are valuable experiences.

The interview technique may be used in countless ways in the English curriculum. Whether the pupil is interviewing the school janitor about the heating system or questioning the mayor about his stand on the curfew law, he must be able to manage such social skills as making an appointment, introducing himself, shaking hands, asking questions in a courteous manner, expressing his thanks, and taking his leave. Many group projects and experience units involve interviews.

The vocational interview is especially meaningful to boys and girls of high school age. In studying vocations or making career investigations, it is helpful to interview successful representatives of different fields. The preparation of data sheets, personality inventories, and hints on good grooming and manners is usually part of the preparation for a vocational interview.



Some classes have performed a vital service for their school and their community by compiling vocational surveys or guidance books for their school libraries. Work of this sort coordinates English fundamentals, business training, and the essentials of social behavior. It also stimulates personal initiative and helps bridge the gap between earning and learning. Class committees compile a list of industries and occupations to be surveyed; explanatory letters are written to personnel directors and return cards are provided for replies. Formulating the actual questions is a class activity that requires much discussion, research, argument, and original thought. The following questionnaire was developed by the senior class of a Pennsylvania high school:

QUESTIONS FOR VOCATIONAL INTERVIEW

1. What kinds or types of jobs are open?
2. What opportunity is there for advancement?
3. What are the working hours?
4. What are the working conditions?
5. Is there any sick leave? With or without pay?
6. What is the salary? Commission? Vacations? Starting pay? Holiday pay?
7. In a waitress, porter, or bell-hop job, what are the basic pay and average of tips?
8. Is the sick leave accumulative, or a stated amount?
9. Is there an old-age benefit? When does it become effective?
10. What education is needed? What, desirable?
11. Is there any special training needed? If so, is there any provision for training on the job?
12. What restrictions are there in dress?
13. What vacations are there during the year? When do they begin? With or without pay?
14. When is the pay given—every week, two weeks, or when?
15. When employes have been dropped from the payroll, what have been the reasons for such action?

When boys and girls go into the community to obtain information of this type for the benefit of future job-seekers, they are bound to have many rewarding experiences. Oral English and written English become an essential part of their education, and the general reaction from the citizens involved proves that the community welcomes such integration of school and industry.

GETTING INFORMATION

4.

FORMAL DISCUSSION

Group discussion has been called the "Core of Democracy." Its use as an aid to democracy and maturity is constantly being demonstrated in the English classrooms of America. The teacher who believes that English should help students live better, must teach them in some degree to:

1. Think independently
2. Develop a mature personality
3. Be civic-minded
4. Assume social responsibility
5. Abandon petty prejudice
6. Develop human sympathy
7. Formulate a constructive philosophy of life

With these objectives in mind, it is necessary to plan a program wherein every class member can contribute in some way. To insure equal rights to all participants, use is made in group discussions of such types of organization as forums, symposiums, panels, town meetings, and round tables.

Regardless of the type of group discussion, the first step is the selection and formulation of a real-life problem of significance to the entire group. Finding and discussing facts, weighing evidence, suggesting all possible solutions, hearing contradictory opinions, listening courteously and critically, drawing conclusions—these are the experiences shared by everyone participating in a group discussion. No wonder high school boys and girls acclaim free discussion as the healthiest and most democratic way of dealing with controversial subjects and with propaganda.

The English classroom is an ideal place for group discussions of problems that concern group activities and interests of all youth. Every member of the group should be made to feel that he belongs to the group, and, as a member, has privileges and responsibilities. This means that the pupils should understand the duties of a leader and of a participant.

The Round Table

In nearly every class there are pupils who are active and talk freely and others who are inactive or seldom contribute because the group is too large for them to feel at ease. For this reason the round table is a discussion technique well adapted to the English classroom. It may be

planned to include every person in the class, or it may follow the more customary pattern of having a few persons (three to five) present individual views upon a single topic. A good chairman is the first essential. He opens the discussion, keeps it moving, contributes as a member of the group, and usually ends with a summary of the main points of the discussion. Although the speeches are never cut and dried, members of the round table do better if they meet in advance of the session, plan the general outline, and assign areas of responsibility for each participant.

In a classroom, the members of the group can arrange themselves in a semi-circle around a table so that no speaker will have his back to the class. Movable desks can also be easily arranged to form a round table.

The round table proves a natural classroom technique on many occasions. For example, in going over school-wide results of the "Inquiry on Student Needs",¹ one class noted that a large percentage of high school pupils had indicated lack of knowledge of the cultural opportunities available in their own community after graduation. Several class members volunteered to make reports to the class, and when they met as a committee, they chose the round-table method of reporting. Although each member of this group had a particular assignment and responsibility, the discussion which they entitled "Our Town" was in no sense formal or stiff. Statements and questions bounded back and forth freely, and the chairman needed little effort to keep things moving. A few minutes before the end of the period, the chairman closed the discussion with a summary of the material presented.²

"Movies Are Your Best Entertainment" was the subject for a similar round-table discussion by this class. This one grew out of a class discussion on a *Life* magazine report of a professional round table on the motion picture industry. Interest in the subject was so keen that this class period was followed by another in which the entire class participated in a general discussion of the topic.

The Panel

The panel is a discussion among a small group of well-qualified persons who are later drawn into a more general discussion. This type

¹ Bulletin 243, *Curriculum Improvement by a Secondary School Faculty*, Department of Public Instruction, Harrisburg, Pa., 1950.

² See Unit III, page 79.

of group discussion lends itself admirably to the English classroom. Alert boys and girls enjoy and profit from a free discussion of their problems and world affairs. To be successful, the panel must deal with some vital issue, or some controversial problem for which the solution is important to everyone on the panel and in the audience.

There are many ways of arranging and conducting a panel discussion. The description of one successful tenth grade experiment follows:

After the class has studied the material in the textbook and reviewed in other books the duties of a leader, the students elect six leaders. These leaders appoint the panel members.

For three days twenty minutes of the period is used for each group to choose its topic. When the topic has been selected, the group decides what phases of the question should be discussed, and each person is assigned one of these subtopics. The teacher must circulate to help each group decide the important phases of the broad questions under consideration. It is advisable that the teacher, in the part of the period during which the class is a unit, discuss with the pupils how a question can be broken down into subtopics.

When a group has studied its problem and each member has prepared a short talk on his angle of it, time is again allowed for the panel to meet by itself to go over its material and to alert members as to which of their points will be challenged by other members. An interval is allowed for the class to check for further information.

When "Panel Day" arrives, the chairman (who by this time has made a more extensive study of how to be a leader) begins by introducing the topic, the subtopics, and the speakers. After each speaker has presented his views, discussion among the panel members follows. At this point the chairman's skill is called upon to keep the members orderly and to keep the class from joining in a general discussion. Later, when the chairman opens the panel to the audience, questions are raised and referred to individual members of the panel.

A skillful chairman will not attempt to enter or take sides in the discussion. Rather he summarizes what has been said on a point when he senses that the discussion is resulting in repetition of the same arguments. After this summary he introduces the next point. In concluding the panel, he makes a final summary of the views brought out.

The outcomes are evidenced by the renewed alertness of most of the students in the class, by the desire of some who rarely recite or express an opinion, by the demand for more panel discussions, by the buzz of the pupils still arguing as they leave the room, by the librarian's expression

of how busy she is kept, advising pupils on where to look for material, by the fact that pupils later bring in reports of questions which have been discussed by a panel, and finally by the class's critical analysis of the effectiveness of the leaders.

In a society which is threatened most by a feeling of helplessness on the part of its citizens, there is no better way of getting people interested in problems than by panel discussion. It is but a short step from there to concerted democratic action which will help to integrate the individual into society. By this means he can be made aware of existing problems, he can be made to recognize his personal obligation in helping to solve them, and he can find satisfaction in knowing that his contribution has been important.

Other Forms of Formal Group Discussion

The Class "Bull Session" is a popular type of group discussion. It arises spontaneously and informally from adolescent interests and problems. The wise teacher encourages this form of class discussion as a means of understanding what is vital to adolescents and of developing ability in presenting ideas effectively and courteously.

The Forum is usually a lecture to which all listen, and later ask questions. After the question period an opportunity may be given class members to express their views.

The Symposium involves presentations from experts. Interchange of ideas between experts and audience may follow the original presentations.

The Town Meeting is a form of group discussion in which class members arrive at a conclusion through a free discussion of pros and cons. The discussion should be conducted according to parliamentary procedure.

The Debate has the following shortcomings: winning may become the prime concern; pyrotechnics to impress judges may supplant a search for truth; participation may be limited; organization, too formal. Yet debate, a typical American situation, may serve to stimulate thought.

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The Art of Good Speech

"Correction Pronunciation," Russell Press, New York

American English

"Vowels and Diphthongs," Linguaphone Institute, Rockefeller Institute, New York

PAMPHLET

Let's Discuss It, a Guide to Group Thinking, is a monthly publication sent free if you write to the Ohio State University Discussion Service, 205 Derby Hall, Ohio State University, Columbus, Ohio, and ask to be placed on the mailing list.

5.

STORY-TELLING

Probably no single activity in experiences with literature contributes more to the feeling of working together than story-telling. The teaching of story-telling is a rewarding, cultural experience, well worth any English teacher's time and inspiration.

Story-telling may result from visiting the school or public library, listening to children's records or radio story hour, or studying community recreation or local folklore. However it begins, or by whatever means it is motivated, the two most important steps are *finding an audience* and *finding the stories*. *Finding the audience* comes first, because the type of audience governs the type of story. Although it is practical to tell stories

within the English class itself, for practice, pupils should be encouraged to go out into the community to tell their stories. Neighborhood groups, Sunday school or church groups, kindergartens, after-school play centers, Brownie Troops, and Cub Scouts welcome amateur story-tellers.

Although all pupils do not achieve success in story-telling, it is possible for an entire class to participate in making arrangements, listening to stories, judging and selecting them, and making constructive criticisms. Sources of stories include classics, myths and legends, folk tales, fairy tales, hero stories, magazines, motion pictures, radio and television dramatizations, and pure imagination. In this last category there is endless opportunity for creative writing. "Making up" a story is a natural process for many pupils. Pretending, making believe, day dreaming are parts of mental life. By making up stories to tell to younger children, an adolescent brings his imagination to play and develops his language skills. Recalling their own childhood favorites, many junior and senior high school pupils create delightful tales of animals, jungles, scientific wonders, fairy folk, personal experience, and pure whimsy. Creating or choosing appropriate stories for a given age-group or special purpose, calls for good judgment and sound standards of comparison.

Story-telling as a classroom activity contributes to social competence, helps children to talk more effectively, builds vocabulary, stimulates creative effort, and teaches pupils how to capture and to hold an audience.

6.

ORAL READING

Like story-telling, oral reading requires an audience. Somebody must be read to. It is frequently necessary for boys and girls to read reports and informative material to class and committee groups. They are often required to read specific directions aloud while others carry them out step by step. In oral reading of this type, the audience is already established. But children need practice in the technicalities of voice placement, enunciation, phrasing, and timing for even these simple classroom chores.

Every child should get used to the sound of his own voice. He should be able to stand before a group to read an announcement or a report, to take part in school devotions, or to read the minutes of a meeting without hesitation or stumbling. This requires practice. Although this prac-

tice may also be acquired in other subject areas, it is the English teacher's major responsibility to provide basic experiences in oral reading.

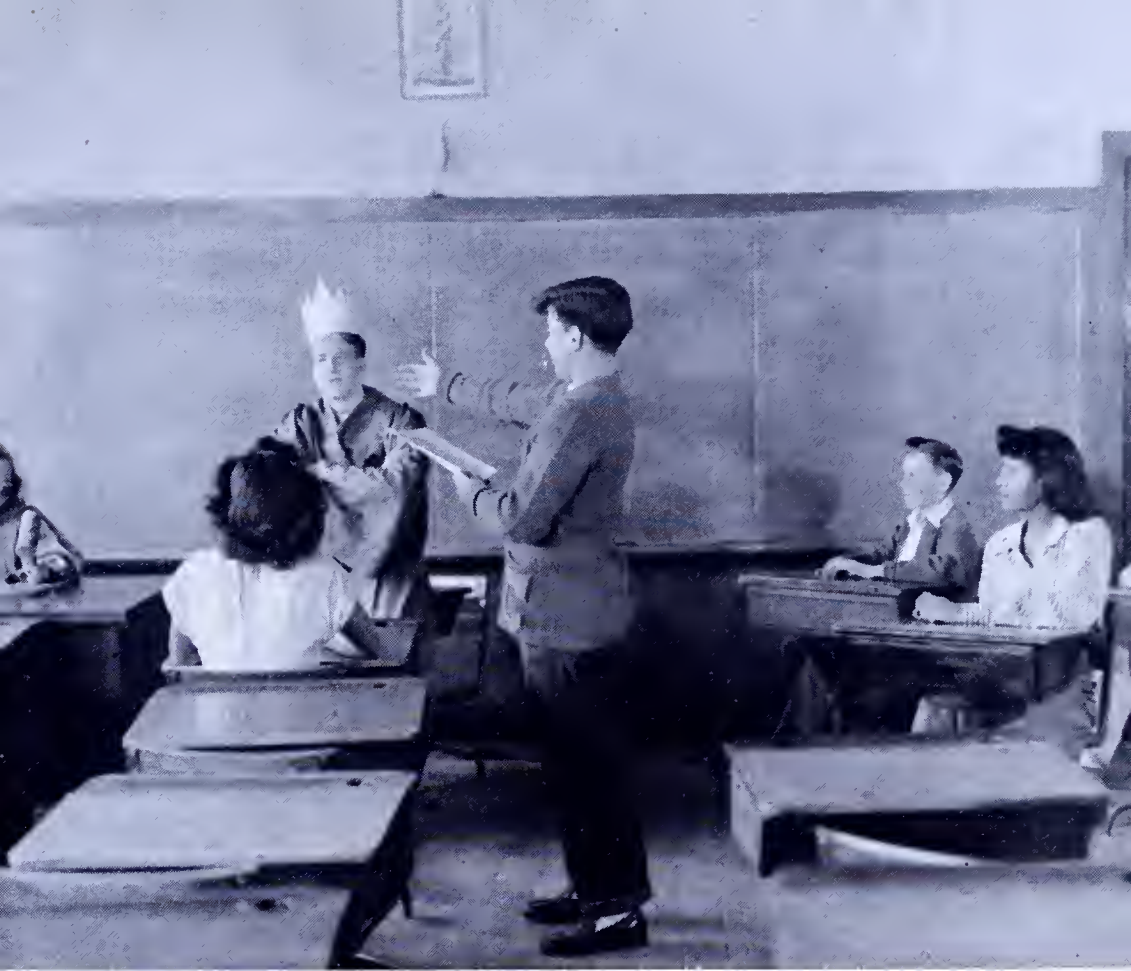
Dictionary help on pronunciation, ability to attack new words, syllable diction, phonetics—all of these are technical aids to oral reading which the English teacher should be able to use at will.

Whole periods devoted to oral reading can be very dull affairs. Practice in oral reading should be incidental, a means to an end rather than an end in itself. Children should be encouraged to share their reading pleasure. Bringing bits of humor, poetry, news items, and anecdotes into class and reading them aloud for the enjoyment of the group is a step toward appreciation as well as reading improvement.

Reading good literature aloud in school is one way to develop literary taste and enjoyment. Group reading of poetry results in a better understanding and appreciation of rhyme, rhythm, and certain figures of speech. Choral reading, whether highly organized, or strictly informal, necessitates thinking cooperatively through the ideas to be interpreted; demands accurate phrasing, and clear, concise enunciation. The shy or self-conscious pupil, even the pupil with a speech impediment, loses himself in this mass participation. The teacher who can arrange a selection of prose or poetry for group reading with individual lines or solo parts has provided the class with a rich experience in oral expression. In some schools, various English classes prepare group and responsive readings of psalms and other Biblical passages for assembly devotions. Others prepare suitable readings for Christmas, Easter, or special assemblies.

The use of a wire or tape recorder is of great help in perfecting choral reading. With this device, individuals can hear themselves, the teacher gets a better idea of voice placement, and the group can detect faulty enunciation, uneven phrasing, lack of balance or any other weakness in performance.

For high standards of oral reading, pupils have only to turn on a radio. Reading spot announcements of school news events, make-believe commercials, or sportcasts in radio style is excellent practice. However, the efficacy of this procedure is doubled and tripled when a planned broadcast is in preparation, and pupils know they are rehearsing for an actual radio audience.



SPEECH ACTIVITIES IN A LITERATURE CLASS

7.

SPEECH ACTIVITIES IN LITERATURE CLASSES

Many opportunities for speaking and listening grow out of the study of literature. In a tenth-grade class in which William Saroyan's *The Human Comedy* was read, a unit in human understanding was launched as a result of a chance remark in the course of the class discussion of this American novel.

"We know there aren't any 'characters' like these in this town," one student remarked, "but it was fun reading about them."

"Who says there aren't any people like that here?" another challenged. "What makes you think *we* aren't 'characters'? These people aren't just a bunch of bums and misfits. They're a lot like us, I bet, if we knew them."

That was the beginning of a lively study of human understanding and prejudice. Among the individual and group activities which made use of the speaking skills were the following: a panel on religion which grew out of interest in Fitch's books, *One God* and *Their Search for*

God; a panel on school prejudice; a panel on nursing which included reports of interviews with nurses and an investigation of the contribution of Negro nurses in service; an illustrated lecture on poisonous reptiles which resulted from one boy's reading *The Pearl* by John Steinbeck; reports on plays, books, and motion pictures dealing with race prejudice; table readings of plays on race prejudice; a radio script presentation written from an interview with an old resident; arrangements for guest speakers; and choral reading of poems which fitted into the unit theme.

Speaking was not imposed on this class. It grew out of the need for self-expression. It flowed from the wells of interest and creativity. It reflected thought, feeling, and experience.

In a ninth-grade class in which students had followed the fortunes of *Oliver Twist*, a boy expressed the opinion that a homeless child would have an easier time, and meet with better treatment in a present-day American city. This opinion was greeted with arguments based on a limited knowledge of juvenile delinquency. Class committees were formed to study the civic, social, and religious agencies which might be counted on to help a boy in circumstances similar to those of young Oliver. Other committees chose to investigate the possibilities of delinquency. The resulting discussions were lively and informative, as both groups introduced and supported their evidence with facts secured from newspapers, motion pictures, radio, and reports from social agencies. The conclusion was that although a modern American boy might endure great hardship, and experience the same bad luck in falling in with evil companions, he would have the advantage of civic, social, and religious help. The class also decided that public opinion is more favorable to young people in distress than it was in the days of Dickens' Victorian London.

Two interesting group discussions grew out of reading Clarence Day's *Life with Father*. Since no one in the class had ever seen a telephone of the sort described in the chapter, "Father Lets In the Telephone," the discussion veered to various types of phones and their installation. One of the class volunteered to contact a representative of the telephone company who paid a visit to the class, obligingly answered questions about telephones, the new automatic dial system, and modern installations. He also displayed and explained models which he had brought along. Following this visit, an interesting panel discussion was held on the place of the telephone in modern life and good and bad telephone practices.

Although it was agreed that the telephone has come a long way since Father Day admitted it to his home, the class was convinced that in a household of five growing boys, Mr. Day's temper would still be sorely tried by this great invention.

The second worth-while group discussion to grow out of reading *Life With Father* was centered around the author's physical handicap. From talk about the fact that Clarence Day did most of his writing while in bed as a sufferer from arthritis, came many contributions of "I know a woman who . . ." and "I know a man who . . ." which eventuated in reports on employment of the physically handicapped. Committees also investigated schools and training centers for handicapped children, and one group visited the elementary school for cerebral palsy victims recently established in their city. Outcomes of this activity included a more intelligent understanding of the needs of the handicapped, and some idea of how to convert more sympathy into constructive help.

Reading about superstitions among Indiana farmers in Carl Sandburg's *Abe Lincoln Grows Up* raised the question "How superstitious are we?" To determine the answer, the group made a study of local folklore. They consulted books, magazines, almanacs, and old newspapers. They talked with their parents, friends, and neighbors, and the stories they related in class were rich in human interest and understanding. From the evidence they reported, the children concluded that the superstitions of Lincoln's boyhood days are still a part of our culture.

The *Merchant of Venice* has provided a starting point for the discussion of everyday problems. A senior who had heard recordings of the play in class asked the teacher, "Why couldn't Portia choose her own husband?" The period wasn't long enough to discuss the elaborate device used to protect Portia from adventuring philanderers, so a chairman was chosen to lead the discussion in a second session. The chairman went home carrying everything available on medieval marriage customs and laws. He needed it, for the class came back next day with a full quota of questions.

The chairman led the class into a consideration of other books and plays where parental choice controlled the children's lives. The motion picture version of *The Heiress* was cited as an example of a situation in which a father sought to protect his daughter from fortune hunters. The boys and girls showed keen interest and good judgment in discussing the

problems of choosing a mate in a free society. The point was made that young people living in countries where parental choice is still the custom do not always envy the American's freedom of choice. Most of the class found this viewpoint hard to accept, but the discussion resulted in the conclusion that freedom always entails responsibility, and in this case, modern youth must have adequate preparation for such a vital decision.

When a piece of writing, either a contemporary work or traditional classic, arouses interest and discussion or helps answer youth problems, it is worth reading.

The natural desire to talk about what you read can always be utilized effectively in the study of literature. In addition to the preceding examples, countless other speaking activities have been developed by teachers who are opportunists in their field. From tape-recorded interviews with book characters to a completely original radio production of Chaucer's *Canterbury Tales*, the teachers of Pennsylvania are constantly developing speech activities from classroom reading.

In one high school, Hepzibah and Uncle Venner came to life when a microphone rigged up in the cloak room brought the dramatization of *The House of the Seven Gables* to the class. A harmonica player furnished the background music, a rain-alarm bought at the Seven-Gable-Gift-Shop was the store bell, and the cast was chosen from the entire group.

Since radio, television, and the motion picture influence standards of literary appreciation, many teachers employ these techniques as classroom activities. In one class a radio script in the manner of the famous CBS series *You Are There* was written and produced as an outgrowth of reading *Macbeth*.¹

8.

USING THE TAPE OR WIRE RECORDER

The gift of hearing ourselves as others hear us may now be realized by means of light-weight, inexpensive, easy-to-operate tape and wire recorders. Manufacturers are producing recorders suitable for many classroom uses. They may be used for clinical work with the hard of hearing and speech-

¹ See Unit IV, page 83.

handicapped children; they are of tremendous assistance in teaching script-writing and dramatization; and they are useful in preserving records of school trips, experiments, and visits of celebrities.

For the English teacher, the chief value of the classroom recorder lies in the field of speech improvement. It is a good standard procedure to use a recorder for beginning and end of term analysis of each student in the foundations of speech. The language of the gang is understood and accepted by high school youth. Attempts to improve language habits, diction, and vocabulary are likely to be branded as "showing off" or "acting sissy" by the rest of the group. But when a recorder faithfully plays back glaring errors, hesitant and faulty speech or reading, careless enunciation, and singsong inflection, boys and girls themselves are the first to recognize their weaknesses and often express a desire for improvement.

In addition to beginning and end of term analysis and periodic checks for improvement, the recorder is of vital use in practicing telephone conversations, oral reading, and interviews. To a group preparing a play or broadcast, a rehearsal with the wire or tape recorder is invaluable.

The recorder has an important place in the literature classroom. Reading aloud has a stronger appeal when the reading is recorded. Individual students are stimulated to reach higher standards in the reading of poetry and dramatic selections, and by the same token, standards of appreciation are also raised. Interest picks up when a student reporter interviews an impersonated character in the book or play the class is reading. Recorded book and motion picture reviews, spot announcements, or pseudo-book-and-author interviews are challenging substitutes for regulation book reports.

Alert reporters and skilled interviewers may be assigned to cover such school ceremonies as installation of officers, and other school events. In schools where a public address system is available, it is possible to make use of recorded interviews of this type for in-school broadcasts.

Intelligent use of the classroom recorder helps to make pupils more effective when they talk, gives them a better understanding of their personal speech needs, helps them overcome speech difficulties, improves voice and diction, offers experience in microphone techniques, and promotes appreciation of the power and beauty of speech.



9.

RADIO AND TELEVISION

Radio and television offer educational experiences that are a real thrill to any child. Thanks to the cooperation of commercial radio and television stations these experiences are available in most communities. As a public service, station managers are usually willing to give some free time to public schools. It is the obligation of the schools to see that this time is intelligently used.

For the station management, the school program must have sufficient entertainment appeal for general listening; for the school administration, it must interpret the school to the public and create better public relations; for the educator, the experience must be enjoyable and profitable to the child.

In many Pennsylvania cities, school programs are featured regularly on commercial radio and television stations. In some setups, these programs are arranged and directed by the station staff; in others, by school personnel. In most schools, the radio or television program grows out of some school activity and is handled by the department involved. However, there is no subject area more ideally suited to these media of expression than the language arts. The possibilities for curriculum enrichment and growth afforded by participation in radio and television are almost unlimited. The alert English teacher with access to radio or television facilities has the most vital teaching aid anyone could wish.

Studio Visits

A school trip to a radio station or television studio is a bona fide educational experience whether it is arranged as a study of mass communications or as preparation for producing a program. A tour of the business offices, record rooms, control rooms, and studios serves to give pupils a backstage understanding of these important industries. The story of how and why copy gets on the air, who pays for it, and how it is written deserves a place in the English curriculum. The announcer's need for accuracy, clarity, and precision from station break to major network program places new values on language skills.

For the class preparing a broadcast, a visit to the radio station is doubly important. If it is possible, the class should attend a professional rehearsal to note the studio techniques and rehearsal routine. If this is impossible, the study of the working-scripts with sound and music cues will be helpful.

WHEN SPEECH IS IMPORTANT

Studio visits are vital for classes working with television. Orientation, with group consideration of what is to be seen or done, is necessary. This discussion may lead to calling in studio personnel or a physics teacher to answer questions. The pupils may have some knowledge of the size of the studios, the cost, operation, importance of equipment, and the manner in which television shows differ from radio broadcasts. Preparation for the visit may well utilize research, interviews, letter-writing, questionnaires, and many class hours of listening and observing.

Classroom Activities

A study of radio and TV schedules in newspapers, together with an examination of trade journals and daily schedules, is enlightening to most high school students. The schedule for one day's actual broadcasting makes good classroom material. Planning an imaginary day's schedule for a school station, accounting for every minute from sign-on to sign-off is a challenging classroom activity.

Fascinating units involving language skills can be based on a full day's radio schedule, the finished product to be presented as an assembly program with the aid of a public address system. When the children write every word of every announcement for an imaginary broadcasting day, they have had many educational and delightful experiences. They have learned the observance of courtesy and of the time signal, and the coordination of interview, newscast, sportscast, quiz show, dramatic skit, record show, and soap opera for the day's schedule.

Planning the Broadcast and the Telecast

As in every activity, the planning and organization of a school broadcast or telecast is as educational as the final production. Ideas may come from a class experience, a selection in literature, a visit to the library, a community drive, a special school observance, or just out of the air.

Depending on the subject matter, the program may take the form of a straight talk, interview, quiz, panel discussion, round table, town meeting, dramatization, or any combination of these forms. Simplicity is usually the keynote to success in developing any idea. In both radio and television, the show must be written with strict regard to the possibilities of the medium. Ideas must be practical, economical, and developed with consideration for size of studio or set, performers, props, and sound effects. Since some educational programs are very dull, imaginative ideas and unusual motivations are often effective. However, regardless of form or medium, every program must be well planned, acceptably written, carefully rehearsed, and accurately timed.

Making the Arrangements

In making arrangements for school programs on commercial radio or TV stations, it is well to remember that TIME is a salable commodity. Time allotted for a school program is a donation and should be accepted as such. It is not always possible or desirable for the station management to schedule school programs at convenient school times, so every effort should be made to take advantage of the time that is available.

Before arranging for a series of programs, the major part of the series should be planned and scripts approved by the program director of the radio studio. Individual stations have their own policies on script and music clearance. Some directors may require clearance well ahead of production date.

The Drama Workshop

The dramatic script is the most difficult to prepare and to produce; and unless such a script is well done, unpleasant comparisons result. However, boys and girls are especially attracted to this form of broadcasting. Both original scripts and adaptations may be used. Here the English teacher comes into his own with a wealth of literary background material. Careful rehearsing, exact timing, and good writing are necessary for successful production. Young script writers soon realize that writing an entire play for the fifteen minutes allotted to them requires a study of the audience, a study of drama, a study of life, a study of radio, a study of vocabulary and usage, and a study of writing.

Types of Programs

School radio and television programs may be classed in two general types according to their purpose: instruction and public relations. Public relations broadcasts and telecasts are designed to tell the story of the schools to the public. Programs for in-school listening and watching are planned as specific teaching aids and serve to supplement classroom instruction. However, it is possible to plan programs where both purposes can be realized. For example, one school system presents a weekly broadcast entitled ALL AROUND THE TOWN. Each week a high school pupil, a junior high school pupil, and an elementary school pupil visit some local institution to interview the personnel. The eventuating fifteen-minute program meets the instructional requirements for learning, and at the same time, does double duty as a public service feature with good

listening appeal. The private citizens, leaders of industry, and government officials who are interviewed by the school children gain a favorable impression from this phase of school activity.¹

Suggested Radio and TV Programs

The following ideas for school programs are suggested for school radio and television workshops and for regular English classes:

RADIO

Cues for Careers

Designed as a weekly presentation, this broadcast makes a study of vocations. Committees select vocations and prepare questions about necessary training, qualifications, salary, opportunities, and duties. A member of a given profession is invited to serve as an expert on each program, and he answers the pupils' questions. A program of this type brings the school and the community together, and it has real guidance value for adolescents.

Let's Talk It Over

Pupils discuss with other children and with adults such life adjustment problems as dating, allowance, clothes, food, friends, and entertaining.

Newscast

Newscasts of regular classroom events by student reporters are always popular. There is a wealth of material on class trips, experiments, projects, social news, and athletic news. In some cities, a school newscast is planned in cooperation with the school newspaper, a radio reporter being assigned to cover various school organizations for news items.

Personalities of the Week

Interviews with interesting school personalities make good school broadcasts. The personality of the week may be chosen, by the students or by committees, for some special achievement, interest, hobby, or talent.

Our Schools in Action

Parents are interested in learning how the schools operate. A series of programs presented by teachers, pupils, and parents on such topics as

¹ See Unit V, page 86.

the report card, the attendance problem, school athletics, the choice of courses of study, home work, vocational opportunities, school clubs, and other activities makes a good public relations theme.

Creative Youth

Reading a poem, an essay, a story, or any other original writing on the air is equal to the thrill of publication. A broadcast of student-written prose or poetry has great value for pupil and teacher. That radio stations find such a program worth while is evidenced by the fact that one program entitled "The Poet Scout" was chosen from more than 800 educational broadcasts submitted in a national radio competition to receive special citation "for giving student youth opportunity and encouragement to express itself creatively through the reading and writing of original verse."

TELEVISION

In the past few years, through cooperation with commercial television stations, the children of a Pennsylvania school have been served by a new and effective teaching aid. The following television programs have been successfully presented in this school:

Here's How

Boys and girls of all ages demonstrated how to make a wide variety of articles and develop appropriate skills. Included were such vocational activities as the use of power sewing machines and air brush, hair-dressing, baking, dressmaking, and upholstering.

Youth Presents

This program cut across the entire school system from kindergarten to college, and included nearly every subject. Reading, rhythms, art, music, dance, social studies, health, drama, safety, and history provided the stories. A series of "firsts" included dramatic episodes in the early history of the community and its industries.

Teletown Express

Younger elementary school children learned a song, a dance, and a story for each telecast.

Formula for Champions

Health was emphasized in this series, showing conditioning stunts and sports skills from kindergarten through college. Stars from high schools, colleges, and professional ranks also appeared.

Government in Action

This in-school telecast featured visits with government officials and an outline of city government.

Fit as a Fiddle

This telecast, designed for in-school use, featured Danny and Peggy, each eleven years old, who visited outstanding specialists for simple demonstrations about the eyes, teeth, ears, heart, posture, and diet.

Operation Blackboard

Instructive materials of all sorts were presented as supplements to senior high school teaching.

How's Your Social I.Q.?

A guest appeared each week with two or three students to discuss problems of behavior in certain social situations.

Science Is Fun

Interesting personalities and demonstrations make scientific principles easy to understand.

Career Forum

High School girls and boys hear from experts in business, industry, and various professions.

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SCENE FROM THE PLAY "PAPA IS ALL"

10.

CLASSROOM DRAMA

Every English teacher is aware of the value of dramatization as a teaching aid. "Acting it out" is a technique successfully employed in countless classrooms to breathe new life and spirit into many standard literary classics. In addition to the merit of teaching a few basic principles of acting and providing the stimulus to creative expression, classroom drama may have other far-reaching values.

In helping young people to understand themselves and to face their individual problems, the sociodrama is an approved technique. Acting out a situation or problem common to the group provides experiences which help children improve their human relations. By dramatizing the things that bother them, pupils find a measure of release and the comfort of knowing their problems are shared by other people of the same age. The teacher also gains a new concept of pupil needs and difficulties.

Getting along with adults, getting along with other adolescents, guidance problems, behavior problems, questions of parental control, financial insecurity, and all types of social problems reveal themselves in group discussions and may be crystallized through dramatization. Various possible solutions suggested by the group and incorporated into the sociodrama help give performers and observers a better insight into their problem.

Although this type of dramatization is informal, a few "ready made" sociodramas are available. One of these is the *Ins and Outs* by Nora Stirling, published by the New York Committee on Mental Hygiene of the State Charities Aid Association in association with the National Committee for Mental Hygiene. This twenty-minute sketch was carefully prepared by the American Theater Wing of Community plays, and the discussion guide which accompanies the script was written with the cooperation of the New York Department of Mental Hygiene and the United States Public Health Service. The problem of the play is a problem common to teen-agers the world over; the relationships of the *Ins*, those who belong to a group, with an *Out* who tries to belong but is excluded. The sketch is written with "thinking aloud" scenes to reveal private feelings that are shared by all adolescents. As is the case with any sociodrama, formal or informal, the problem is clarified through dramatic action, and participants and audience gain a better understanding of themselves and of getting along with others.

The sociodrama technique lends itself to the English classroom where teachers are constantly striving to inspire students to talk, to write, and to think about their life problems. The possibilities for tie-ups with the school reading program are endless. For example, a sociodrama revealing a problem in family relations can easily be followed by a program of books, plays, and short stories also dealing with family situations and home life.

The National Education Association, after a survey of American schools, concluded, "Dramatics as a field of rich school experience has not yet come into its own; it can and ought to be made an effective element in education for leisure." With this thought in mind, some schools have worked out various plans for in-school dramatics. Classroom dramatics, as opposed to play production as an extracurricular activity, may include play-reading, script-writing, arena productions, adaptations, tab-

leaux, pantomimes, and any other form of dramatic expression that is meaningful and challenging to the students.

SUMMARY

1. The objective of the English teacher is to help young people develop in the art of speaking and listening for effective citizenship.
2. The classroom situations in which adolescents learn to speak and to listen should be meaningful to them *now*.
3. Young people learn to speak by speaking and to listen by listening. Reading about speaking does not improve speaking skills.
4. Speaking and listening are developmental skills which everyone can improve.
5. A vocabulary for speaking evolves mainly from real-life experience: not from a study of word lists.
6. An adolescent's voice is the product of his culture, his maturation, his sex, his personality, and his mental, emotional, and physical health. The teacher who knows adolescents, psychology, sociology, and human relations is best equipped to develop pleasant voices in pupils.
7. The real test of effective speech and listening is behavior.
8. Through speaking and listening, an adolescent may solve his developmental tasks and build personality and a workable philosophy of life.
9. Every adolescent needs to have experience in leadership as well as in cooperative participation. Class discussion provides these two experiences.
10. The English teacher should strive to exemplify in speaking and in listening those skills he wishes to develop in his pupils.

UNIT I

THE NEED OF YOUTH FOR SELF-CONFIDENCE IN SOCIAL BEHAVIOR

(Informal Discussion)

One Pennsylvania teacher asked her pupils to submit anonymously the questions on formal behavior, courtesy, or etiquette which were of concern to them. Pupils grouped the questions, and, by committees, searched

for and reported the answers. The reports led to discussion and to dramatization.

The questions listed below reveal the adolescents' desire to learn *how to say* and *how to do*. We do well to help young people with their present needs.

I. DATING

1. How should a boy ask a girl for a date? To a movie? To a dance?
2. How long in advance should a boy ask for a date? To a movie? To a dance?
3. Must a boy call for a girl at her home?
4. May a boy ever "honk a car horn" to let the girl know he has arrived?
5. How may a girl refuse a date without offending a boy?
(Suppose she already has a date, or that her parents will not permit her to go out. Suppose that she doesn't actually ever want to date the boy.)
6. When going to movies or to church, who follows the usher? What is the procedure if there is no usher?
7. On a double date to the movies how should the individuals be seated? If two boys and one girl go to the movies, how should they sit?
8. When the movie is over, should the boy stand back and let the girl walk past him?
9. How can a boy tell a girl he is low in funds? If the boy doesn't of his own accord tell the girl, how may she tactfully learn the situation? Is it ever proper to go "dutch" with a boy?
10. Should a boy come into the house after a date if your parents aren't up or are not home?
11. If a door is heavy, is it polite for a boy to go first in order to hold the door?
12. What are suitable topics for conversation?
13. When you are invited to a party and you are to bring a boy, is it proper to ask a boy then?
14. When you are going "steady" is it proper to talk and joke with another?
15. If a boy gives a girl his class ring, does it mean they are engaged?
16. What should a girl do if she is "stuck" out of town with a boy who has been drinking?
17. Should boys and girls of widely different ages date?
18. Should a boy continue to go with a girl if he actually does not care for her?

II. DANCES AND PARTIES

1. Are corsages necessary for a high school prom?
2. Is it proper to ask a girl to a prom two weeks in advance?
3. What is the proper attire for a boy at a semiformal dance?

4. What is the proper way to ask for a dance?
5. Is it polite for a girl to refuse to dance with a boy if she is not accompanied by another man?
6. If you start to dance when the music is slow, and it turns out to be a "hot" tune and you can't dance fast, what should you do?
7. Is it proper for a girl to ask a boy to a school prom if he happens to be graduated from the school? If it is, who buys the tickets?
8. May a girl ask a boy to a party if he does not belong to the organization sponsoring the party?
9. How late should you go to a dance? Is it proper for a girl to be late for a date? When one is late for an engagement or party, what is the proper thing to say upon entering?
10. What is the proper thing to say on leaving a party or dance?
11. At a formal dance where punch is served, is it proper for a boy to have his date go with him to the punch bowl or should he bring the punch to her?

III. INTRODUCTIONS

1. How do you introduce a younger lady to an older gentleman?
2. How do you introduce a boy and a girl?
3. How do you introduce a boy friend to your Mother and Dad? A girl friend?
4. Must you introduce your friend to your parents when you arrive home?
5. What is the best thing to say after being introduced? What are proper responses to introductions?
6. What should you do if you didn't catch the name of the individual introduced?
7. What is considered proper etiquette in going through a receiving line?
8. If a girl meets on the street or campus a boy who has been in her classes but who has never been introduced to her, may she speak to him?
9. How should you introduce an employer to an applicant for a job?

IV. STREET

1. Why should the boy walk on the outside of the street when escorting a girl?
2. If a boy is walking with two girls, where should he be?
3. When a boy and a girl meet on the street, who speaks first?
4. What is the proper procedure in tipping the hat?
5. When should a girl take a boy's arm?
6. If you are on your way to the movies and you meet a boy, is it proper for him to pay your way?
7. If a boy should meet a girl at a bus stop, is it proper for the boy to pay the girl's fare?

V. TABLE MANNERS AND PROBLEMS

1. Is it proper to rest your left arm on the table during a meal?
2. How do you go about ordering a meal in a restaurant?
3. How is a girl to know the price range of food she is to order?
4. If you are accompanied by a boy, should he do the ordering?
5. What is the correct way to place the silver on the table?
6. In what order is this silver used during the meal?
7. What is the correct way to hold your knife and fork?
8. Should you cut meat or any food all at once or as you eat it? Do you break your bread or do you butter a whole slice at once?
9. Where should your spoon be placed when not in use?
10. When is it proper to use a toothpick?
11. What is the proper amount to tip?
12. When at a luncheon, how should a boy and girl be seated? Does the boy sit beside a girl in a booth or across from her?
13. When you are being seated, should you enter from the left or right of the chair?
14. For which foods do you use fingers in eating?
15. If you are eating in a restaurant and a girl comes to talk to you, what should you do?
16. When there is a check room in a restaurant or hotel dining room, should both the man and the girl check their wraps?

VI. GENERAL

1. Is it proper to chew gum at a public performance?
2. Should a boy always rise when a woman enters the room? When an older person enters?
3. Is it proper for boys to wear blue jeans to school when girls are required to dress more conventionally?
4. Is it always necessary for a man to open a car door for a girl? If there are two boys and a girl in the front seat of a car, which boy opens the door?
5. Who goes through a revolving door first, man or girl?
6. Should a boy and girl hold hands in the movies? On the street?
7. Is it polite to read library books while other material is being presented in class?
8. When teachers are talking and one has something important to ask one of the teachers, is it impolite to ask the teacher for his attention? Should one wait for an indefinite period of time out of the way of hearing until the conversation ends?
9. If you splash mud on a girl, what should you do?
10. How do you invite friends to your home?
11. If you are working at a place and your employer becomes a friend to you and your parents, should you send him an invitation to commencement?
12. What is the correct thing to say when you answer the telephone?

UNIT II

HOW SHALL WE USE THE TELEPHONE?

I. *Objectives*

A. Central objective

To develop the ability to speak effectively on the telephone

B. Contributory objectives

To develop the

1. Realization of what constitutes good telephone manners
2. Ability to answer the telephone properly
 - a. at home
 - b. as an employe
3. Ability to use the dial telephone
4. Ability to place a call at a pay station
5. Ability to place a long-distance call
6. Realization of the potential employment of the telephone directory, and use of this information

C. Indirect objectives

1. Improvement of speaking habits
 - a. Voice: quality, distinctness, tone
 - b. Identification of intent with tone, word-selection, and sentence constructions
2. Appreciation of special services performed via telephone

II. *The Unit Pretest*

A. Answer the questions by writing "true" or "false" after each. Since this is not an achievement test, do not guess. If you do not know, leave the question unanswered. *There is no grade for this paper.*

1. When you pick up the dial telephone and hear a low steady hum it means that the equipment is ready for use. _____
2. "Exchange" is a term that refers to the replacement of telephone equipment. _____
3. In a dial system the operator indicates when the number called is "busy." _____
4. Saying "hello" is the most effective way to answer the telephone. _____
5. One of the best times of day to make a telephone call is during the lunch hour. _____

For questions 6-10 indicate the proper answer by underlining the phrase or word that is correct. Again, do not guess.

6. The charge for a long-distance call is computed on a time rate of (one hour, two minutes, three minutes, fifteen minutes).
7. When you talk on the telephone, you should: (hold your mouth against the mouthpiece; hold the mouthpiece one inch from your lips; hold the mouthpiece six inches from your lips; pay no attention to the position of the mouthpiece).
- 8-9. The telephone directory is prepared in (numerical, chronological, alphabetical) order, which means that when looking for a number, one should know: (the street address of the person; the first letter of the exchange; the pronunciation of the person's name; the correct spelling of the person's last name).
10. When you are using a telephone and are "cut off," the person who placed the call should: (hang up at once; hang up and wait for the person called to restore the connection; keep the receiver at his ear while the other person hangs up until the connection is restored; do none of these things, but should _____).

B. This information sheet will help you and your instructor plan the activities of the unit. It is not planned to "test," but only to indicate how we have made use of the telephone and what further activities we may plan to aid us in attaining our purpose, "the ability to use the telephone effectively."

1. Answer the following questions by writing *yes* or *no* in the space provided immediately after each question.
 - a. Is there a telephone in your home? _____
 - b. Have you at any time used a dial telephone? _____
 - c. Have you ever made a long-distance call? _____
 - d. Have you made a call from a pay station? _____
 - e. Have you visited a telephone exchange? _____
2. If there is a telephone in your home, indicate the type it is by underlining one of the following: (rural party line; city party line; individual telephone; _____).
any other
3. List other important uses to which the telephone may be put. Underline once those which affect you; underline twice those you have personally used.

C. As part of the pretest the tape-recorder will be used to record a typical telephone conversation, planned to use at least two minutes. The reel will record one hour, so one reel will preserve a record of each pupil in the group, and may be retained as long as it is useful. This is the only part of the pretest which the pupils will use as the unit progresses. The recordings may be replayed whenever a boy or girl wishes to compare voice or diction with his previous record. The original recording will be used again as part of the culminating activities.

III. *Learning Activities*

Although the pretest will indicate a wide difference in individual ability to meet the central objective, differentiation in levels of achievement will be partly accomplished through the cooperative planning. There is no assumption that the list of contributory objectives proposed by the author is final. It is generally assumed that these will meet the needs of most of the pupils. For those who have already attained most of the contributory objectives there will be little need for participation in all of the activities. Such students may plan a larger unit; for example, the adaptation of the telephone, as in the school's public address system, the control of its switchboard, and the ability to serve as its operator in coordinating the functions of the school.

In general, the learning activities will develop through group planning as each contributory objective is examined. Some activities will contribute to more than one ability, and the ability to attain each objective will involve a variety of activities.

A For Contributory Objective 1: Realization of what constitutes good telephone manners and attention to their use.

1. Procedure

Although we pay a great deal of attention to good manners in all our daily activities in and out of school, there may be courtesies which are especially associated with using the telephone. Group discussions of telephone manners in specific situations will bring forth many additional ideas and will contribute toward meeting the next objective.

2. Materials

The package of instructional aids prepared by the Bell Telephone Company may be used. This kit promises to be of real value, for it is supplemented by actual instruments and telephone directories.

Use reference shelf or library as a source for other suggestions for class discussion. Suitable material can be found in the books listed below:

Heels, Wheels, and Wires, F. Rogers and A. Beard

Telling the World, G. O. Squier

Words on Wings, L. J. Brogdon

Not So Long Ago, R. L. Holberg

Booklets of the Bell Telephone Company

The Magic Communication

The Telephone's Message

The Telephone and How We Use It

B. For Contributory Objective 2: Ability to answer the telephone properly: (a) at home, (b) as an employee.

1. Procedure

A class discussion on how it might be possible to employ perfect telephone manners and still be ineffective in answering the telephone at home or in business.

2. Materials

Use the sound film *Telephone Courtesy*.¹ See if you can point out good uses of telephone manners and effective conversation.

C. For Contributory Objective 3: Ability to use the dial telephone.

1. Procedure

Observe the telephone on display (to be obtained from the local exchange). Why is it called a dial telephone? The manager of the local exchange could explain how the proposed change of telephone systems would affect the community; and also the proper method of using the dial telephone. Pupils will have an opportunity to ask questions about what is not clear to them.

2. Materials

Use directories of local and neighboring communities to find differences. Explain these differences.

D. For Contributory Objectives 4 and 5: Ability to place a call at a pay station, and ability to place a long-distance call.

1. Procedure

Both of these objectives may be partially attained at the same time that the ability to make a dial call is developed and through the same means. Objectives 3, 4 and 5 will be made meaningful as each pupil places the call.

Planning the long-distance call is important. Ask the student to read or speak at a normal rate of speed and then to consider the number of words recorded in three minutes. This will be over three hundred; the Gettysburg Address contains only 267 words.

2. Materials

Pictures, posters, duplicates of objects, mock-ups of a switchboard, slides, and booklets—all pertaining to telephone equipment.

E. For Contributory Objective 6: Realization of the potential employment of the telephone directory and use of this information.

1. Procedure

A series of questions to stimulate the pupils' interest, such as: How may one call a doctor even if he does not know the name of any? What are emergency calls?

2. Materials

An actual examination of the local directory for its ordinary uses, and of the classified section for its use by a purchaser, etc.

¹ *Telephone Courtesy*, free to public schools, The Bell Telephone Company of Pennsylvania, Philadelphia.

IV. *Culminating Activities*

1. A final recording of the voice of each individual will be made. To add interest, this may be of three-minute sketches or resumés of the work of the unit. This recording is to be compared with the original by playing of both during the same period. Each pupil will evaluate any change in his first and second recording and will be encouraged to state his evaluation and his plans for future use of the activities of the unit.
2. The preparation of an illustrated manual for use in the school, designed to make available to others the conclusions of the pupils regarding the "how's" of attaining the central objective.
3. The most important culminating activity will begin for many boys and girls before the completion of the unit by all. This will be the service in the school as mentioned before. Each pupil is to enjoy actual service in one of the school offices where he will need to utilize many of the skills which contribute to the central objective of the unit.

V. *Evaluation*

1. The pretest (excluding the recording) is to be given at the completion of the unit. This is only a partial and minor method of evaluating the outcome of the unit.
2. Each of the culminating activities is to be utilized as a means of evaluation of individual attainment. This will be the most significant of the evaluation procedures, and will be part of the major progress of the unit.
3. Student reports and discussions of calls made, special uses, or new learnings about the use of the telephone will contribute to the evaluation of what this unit has developed in the way of individual growth.

UNIT III

TOWN MEETING IN A SENIOR ENGLISH CLASS¹

Preliminary

As a means of motivation, the teacher called to the attention of the class the popularity and importance of the youth forums being conducted by the *New York Herald Tribune* and various high schools and colleges, as well as the participation of alert teen-agers in some of the conferences

¹ Central High School, Johnstown.

of the *Town Meeting of the Air*. Clippings about such programs brought to class by teacher and pupils, were read, discussed, and posted on the bulletin board in the classroom. Then the teacher emphasized the fact that at the end of each *Town Meeting of the Air*, the subject for the following week's program was announced. The pupils were given the assignment to read about the proposed subject until the next meeting for public speaking a week later, when their ideas could be discussed in class. The following evening the pupils were asked to listen to *Town Meeting of the Air*. Each week more pupils came to class prepared to report their findings and to give their reactions to the radio program.

By listening to these programs, the pupils learned many things: listening for a purpose, taking notes, timing of discussion, condensation of speeches, importance of authentic statements, summarizing, proper procedure, and the use of good current English.

Activities

Then came the desire upon the part of the pupils to have their own Town Meeting. About the time of the suggested mine "holiday," a group of interested pupils suggested that they have a forum on the subject, "Is the Miners' Two-Week Memorial Holiday Justifiable" A week of preparation was to be permitted. The speeches were to be limited to five minutes each, with fifteen minutes for questions and answers, and a two-minute summary by each speaker, at the end of the discussion. A pupil-chairman was elected to preside over the meeting.

Of the five speakers participating, all were volunteers. The personnel, a good cross-section of American life, consisted of the following pupils: David, a clergyman's son; Nancy, the daughter of a local newspaper reporter; Robert, a school editor; Joan, a miner's daughter; and Bill, the son of a local steelworker.

After the subject had been formally introduced by the chairman, Nancy began the discussion. She stated that she had gone with her father on a personal survey to three coal towns in the northern part of Cambria County—Nanty-Glo, South Fork, and Summerhill—where she and her father had interviewed various groups of miners to obtain their opinions on the suggested mine holiday. Practically all of the miners expressed themselves in favor of the mandate, saying that they would revolt if the holiday were denied. The consensus was that even if the miners

would lose their wages for the time lost, Mr. Lewis was the miners' friend working hard to improve their status materially; he had already gained better working conditions and higher wages; he would gain further rewards.

David next stated that he was speaking in behalf of equal rights for all classes. What would happen, he asked, if other groups—service men, doctors, teachers, clergymen, and others, would arbitrarily walk away from their responsibility on some pretext as a memorial to their dead associates? He estimated in dollars the financial loss as well as the inconvenience caused to individual families and the entire nation, simply because one individual wanted to direct the policy of the coal industry in the United States.

At this point, Joan entered the discussion. She had come to class well prepared with statistics showing the number of mine accidents during the last decade. She noted the long years of starvation wages endured by the miners, poor home conditions, mine hazards, and short lives of the miners. She then cited figures showing the improvements in the mining areas since the rise of John L. Lewis.

Bill then stated that he had been reading in the newspaper and magazine files about the quarrels between John L. Lewis and the American Federation of Labor, showing that many members of the unions did not support Mr. Lewis and that the Federation itself had repudiated him. Bill added that some of the union men felt that many thousands of miners and their families could lose their daily earnings by the upholding of one individual's policy. "While it is true," Bill continued, "that working conditions may have improved over the years, do the losses involved in time of strikes and mine holidays and the dues paid to the union really compensate the workers who have to belong to the union to keep their jobs, whether they approve or not? Is not some personal liberty forfeited at the expense of the workers and all citizens?"

Robert then added that while Mr. Lewis had helped the miners, in most cases, so that today the miners are receiving high wages, yet many of the editors of newspapers and periodicals felt that he was playing a little game to keep the price of coal up and to dictate to the senate about the appointment of James Boyd, director of the Federal Bureau of Mines. According to *Newsweek* of March 21, Robert said that the size of the stockpiles of coal east of the Mississippi was 70,000,000 tons against a nor-

mal above-ground supply of 45,000,000 tons and that actually the coal operators would welcome the two-week stoppage. Meanwhile, overnight the nation's eastern railways had laid off 55,000 employees for whom there was no work hauling coal supplies. Robert then quoted Forrest C. Connell's remarks from the *Congressional Record* of March 16, A1555, asking that the "Trouble Ahead" editorial of *The Washington Post* be added to the records.

After these discussions, a lively period of questioning began, with almost every member of the class participating. How did Nancy know that the miners she had interviewed were sincere? Might not the unions be forcing them to say what they did? Or what newspapers had Bill quoted? Were they not antilabor in policy? One boy read figures from *The World Almanac* to challenge Joan's statements. Another pupil produced a list of items from the Department of Labor and the *Congressional Record*, showing that 1948 had the most nearly perfect record for years in the way of safety, but that even so 1000 members of the United Mine Workers were killed and 50,000 injured.

Finally, after the summaries, when the bell sounded for the end of the meeting, a class of thirty-three pupils left the room, talking excitedly about what to many of them was one of the major problems of the day. No final decisions were reached, but other positive results did follow.

Some pupils talked the problem over at home with families and friends. Several went to the library for further information or reported on radio comments. The whole project was evaluated by pupils and teacher on the day following the town meeting.

Outcomes

Consequently other groups in the class wanted to have similar types of programs. The teacher then provided every member of the class with a copy of H. H. Giles and Robert J. Cardigan's *Playwrights Present*, with excerpts from problem plays and questions for discussion. Some topics selected were "The Causes and Cures of Juvenile Delinquency," "Must Every Generation Fight Its Own Wars?", "Does Money Bring Happiness?" Current controversial topics from magazines and newspapers also were used, while interest in the *Town Meeting of the Air* increased on the part of many.

Other results became evident. More pupils than ever before wrote essays on controversial topics for contests. Many won awards. Nancy and Joan volunteered to speak at a community meeting for race tolerance on the subject, "The Negro and the Constitution"; Nancy won first place there, after which she entered a state-wide competition and was one of the winners.

Finally, at the end of the semester, when asked what unit of the work in English they had felt to be most helpful, over two-thirds of the pupils voted the town-meeting programs. One said, "Up to that time, I believed everything I heard or read. Now I try to get different opinions and listen to others before I judge the facts and make my decisions."

Such experiences show that the classroom of today can become a conditioning area for lessons in understanding, tolerance, and good citizenship. It is here where, with proper guidance, our nation can, and may well "under God, have a new birth of freedom."

UNIT IV

YOU ARE THERE

Radio Script

This may readily be adapted for local use.

ANNOUNCER: 1058 A.D. Battlefield outside Dunsinane Castle. You are there!

REPORTER: This is WSHS bringing you the decisive battle between King Macbeth of Scotland and the revolutionary forces. The trouble started with the murder of the popular King Duncan by Macbeth, as the first step in his over-all plan of fulfilling the witches' prophecy that he would rule Scotland. After the murder, Malcolm and Macduff went to England to recruit the forces necessary to overthrow the usurper. Their hour is close at hand. We now switch you to Dunsinane Castle, where Richard Wyrick will interview a physician in Macbeth's castle. Go ahead, Mr. Wyrick.

MR. WYRICK: Good afternoon, ladies and gentlemen. Here I am in the throne room of Dunsinane Castle. I would like to give you a brief description of this room. Directly in front of me I see the great throne covered with red brocaded velvet. On the wall are battle-axes and shields of every size and description. And now, here beside me is the court physician. Doctor, what is your opinion of the affair between Macbeth and Macduff?

DOCTOR: The affair between Macduff and Macbeth is an involved one, and I do not care to commit myself. I was hired by Macbeth to take care of and try to cure Lady Macbeth. All I know and dare to relay is that Lady Macbeth is a very sick woman. She speaks and acts as though she were reliving the past.



THE SCHOOL OF THE AIR

REPORTER: We have heard the opinion of Macbeth's doctor; so I switch you now to Birnam Wood, where Palmer Williamson will interview a soldier in Macduff's army. Go ahead, Mr. Williamson.

MR. WILLIAMSON: Ladies and gentlemen, this is your WSHS news reporter at Birnam Wood in Scotland. To the right of me, about one hundred yards away, are Macduff, Malcolm, and their generals discussing the battle plans. The soldiers are to the left of me, standing at ease and awaiting the command to march to the castle. The soldiers' uniforms consist of suits of armor; their weapons are battle-axes, spears, swords, bows and arrows and shields. Macduff's army in number amounts to about ten thousand professional soldiers. The trees about us are like giants towering above our heads; there is not too much underbrush and it is a perfect place for Macduff to rest his forces and hold a conference with Malcolm and the generals. I now have one of Macduff's soldiers standing beside me. What is your opinion of the situation which exists between Macduff, Malcolm, and the generals?

SOLDIER: As you know, I am only a professional soldier. I have been hired by Macduff to fight a war. All I know is that the battle will be between our forces and King Macbeth's forces. As I told you before, I am a professional soldier; it is not my business to know the matter which exists between these two men. The only thing I am worried about is my pay at the end of the battle.

MR. WILLIAMSON: Now that you are up to date on the happenings at Birnam Wood, I return you to Jacques Angle in our WSHS news room.

REPORTER: I will now switch you again to Dunsinane Castle where Richard Wyrick will interview King Macbeth.

MR. WYRICK: Good afternoon, ladies and gentlemen. This is your WSHS news reporter here at Dunsinane Castle. I see that just behind me is Macbeth with his forces. The soldiers all seem to be busy discussing something among themselves. I see Macbeth now walking toward me. I will see if he will give us his opinion. (pause) King Macbeth, will you please give us your opinion as to what your chances are of winning this battle?

MACBETH: I shall win. For I will never meet my fate by the hand of any man born of woman. And I shall never be defeated in battle until Birnam Wood comes to Dunsinane Castle. This shall never come to pass. After this battle, I will deal severely with those who dared lead an attack against me.

MR. WYRICK: And now that we have the opinion of Macbeth, I switch you back to our WSHS news room and Jacques Angle. Go ahead, Mr. Angle.

REPORTER ANGLE: We now switch you to the battlefield outside Birnam Wood. Go ahead, Mr. Williamson.

MR. WILLIAMSON: Nothing has happened as yet at Birnam Wood; Macduff, Malcolm, and the generals are still in conference. The soldiers are growing restless. I see that the conference has broken up. The generals are calling the men to attention. Macduff is walking toward me. I will see if I can get him to answer a few questions before they march. Macduff, what are your plans for approaching the castle?

MACDUFF: We plan to camouflage our men with branches from the trees and try to approach the castle from the front?

MR. WILLIAMSON: What do you propose doing with Macbeth when, and if, you win this battle?

MACDUFF: Macbeth, in my opinion, is a traitor to his country. He murdered the king and his guards in cold blood. While I was in England securing forces to overthrow him, he killed my family. When we win this battle, I shall give Macbeth his chance to save his own life and be known as a traitor and a coward to his countrymen, or I shall have his head.

MR. WILLIAMSON: Macduff is walking over to his forces; he is shouting the command to march. The soldiers are using branches from the trees to conceal them, so that Macbeth can not detect their movements. Now I return you to Jacques Angle in our news room. Go ahead, Mr. Angle.

REPORTER: Due to circumstances beyond our control, we will not be able to continue our program because our communications have been damaged.

MR. WILLIAMSON: Flash! Ladies and gentlemen, this is a tragic moment for the followers of Macbeth, but a dramatic and victorious hour for the supporters of Malcolm. Macbeth has just been killed in a duel with Macduff, and Malcolm is on his way to be crowned King of Scotland. (Cheers and confusion.)

ANNOUNCER: Listen next week at the same time to another startling event taken from the pages of history. This is your Station, WSHS, signing off until the same time next week. Remember, when WSHS is there, *You Are There*.

UNIT V

RECOLLECTIONS OF LEMONT

A Radio Interview

This is the story of Lemont, my home town, as told to me by my eighty-year old neighbor. He has always kept a record of everything. He goes for a walk every morning, afternoon and evening. He reads the thermometer at sunrise, midmorning, noon, midafternoon, midevening and at night. Before retiring, he records all of the day's happenings, the temperature readings and the weather report. Many people regard him as being odd but he really is only passing the time. Since he is so old and no longer working, this is about all he can do. Someday, what he has told me may be valuable to someone writing a history of Lemont. Well, so much for my preview. Now, for the interview with Mr. Williams.

MYSELF: Mr. Williams, what can you tell me about the early history of Lemont?

MR. WILLIAMS: Well, it was founded in 1788 by Jacob Houser, a veteran of the Revolutionary War. In 1793, two comrades, also veterans, settled near the Houser place. They were General Philip Benner and David Whitehill. It was on the tract of land bought by Mr. Whitehill that the village of Lemont was founded.

MYSELF: Just what were some of the first buildings in Lemont?

MR. WILLIAMS: The most important first buildings in Lemont were the Presbyterian Church, the J. H. Hahn dwelling, later owned by Thompson and Company, and the elegant residences of J. I. Thompson and Dr. J. Y. Dale. Closely following these was the erection of the new schoolhouse, the home now owned by Mrs. Schreck and the blacksmith shop and coach house opposite to where Mrs. Lenker's home now stands.

MYSELF: Please tell me more about some of the most interesting of these buildings.

MR. WILLIAMS: First, I'll tell you about the Thompson store and Post Office on the corner (now owned by Elmer Ross) which during the latter 1870's and early 80's was Lemont's main business center, and was always open every week-day evening. It was the favorite place to call for the mail, to shop, and to loaf.

The second place was Frank Taylor's Drugstore. It was located on the corner of the Whitehill place, now Charles Jonas's, in a small one-story building. This was later moved to his new three-story building, now owned by Mr. Klinger, a friend of mine.

The third, was the Presbyterian Church, one of the very first buildings erected in the new village. Reverend William Stuart was the first pastor and Mr. William Thompson Sr., was the first Sunday school superintendent. The fourth and longest pastorate was that of the Reverend Robert Hamill. During the early years there was a large attendance from Boalsburg, Oak Hall, Branch, State College, Centre Furnace, the Barrens, and Houserville.

The fourth of these interesting buildings was the Lemont School House.

MYSELF: I'll bet you're growing tired of recalling the past. If you don't want to tell me more, you don't have to, but you see, this report is getting me out of an English final.

MR. WILLIAMS: I like to tell people about these things. My father was always telling me and that's how I remember much of this early history and, besides, I would like to see you make an A, so let's continue.

The Lemont school was built in the early 1870's. It was used for something all the time. I've attended many township nominations and elections there. It was also used for singing schools, debating societies, political rallies, and magic lantern shows.

MYSELF: Oh, thank you! All this helps a lot. Were there any industries in Lemont?

MR. WILLIAMS: Oh yes, but they were quite different from those we have now. For instance, there was a cabinet shop, a blacksmith shop, and a pottery shop. The pottery kiln was located on the Mary Payne residence between the house and the creek, and the clay crockeryware which supplied the neighborhood was turned out there. Peter Schreck's blacksmith shop was near the present John Schreck home. The Lemont Cabinet Shop was located in the bend of the road west of the Slate Cavin bridge where they made furniture by hand as well as coffins. When a death occurred in the family, a measurement was brought to the shop and work on the coffin started immediately. It was made of walnut boards and then varnished and trimmed ready for the funeral. The body was "laid out" by friends. Neighbors dug the grave and acted as pall bearers. The cabinet maker hauled the body to the graveyard in a homemade one-horse hearse.

MYSELF: My, you sure know all the details. What did you do? Memorize it?

MR. WILLIAMS: No, but when you are really interested and have lived around here as long as I have, there's nothing to it. I have been to Florida for many winters, but I always am very glad to return to Lemont.

There are several things about which I almost forgot to tell you. One is the first real post office we had. It was located in the John Shuey house (now owned by Bob Hay). The other, is about the toll house once located here. No one could pass over this road unless he paid a small fee called a toll. Then the pole was lifted and the carriage passed through the tollgate.

MYSELF: Gee, it would have been fun to regulate the pole?

MR. WILLIAMS: But it wasn't! Quite a few times I had to do it.

MYSELF: Was there ever a barber shop in Lemont or did you have to go somewhere else?

MR. WILLIAMS: Yes, we had a barber shop, and instead of our going somewhere, others came here. In its earlier history Lemont was a more popular and larger town than it is now. When business was poor, David Pierce, a negro, would travel to State College with his kit on his back. A shave cost ten cents and a haircut fifteen cents. Very different from today!

MYSELF: What did you do when you were ill? Just wait to die and have your neighbors "lay you out"?

MR. WILLIAMS: No indeed. We had a very reliable doctor—Dr. J. Y. Dale. For nearly all of his professional life, he occupied the house now owned by Mrs. Frank Mayes. He was present when most of this younger generation was born. His long strenuous career came to an end suddenly while riding in his buggy, and his faithful old horse, a smart one, brought him home.

MYSELF: Golly, that was interesting! Well, I won't bother you with any more questions, and thank you very, very much. You have no idea what this interview means to me. Good-bye and thanks a million! (You see, I had to leave—it was time for him to take his daily walk and read the thermometer, and I knew it. So my nice talk ended.)

Well, good-bye pals, and thanks for listening.

This is station NMHUC signing off. This broadcast has been brought to you by the Human Understanding Group.



SECTION C

WRITING

Usage is the only test. I would prefer a phrase that was easy and unaffected to a phrase that was grammatical.

—W. Somerset Maugham, *The Summing Up*

“He writes well,” has different meanings in different situations. To the mother of a second-grade boy, those words mean that the teacher considers Johnny’s penmanship superior. To the wife of an American soldier in Korea, they mean that the family find his letters enjoyable reading. To the proofreader of a school newspaper, they indicate that the sports writer hands in articles free from errors in grammar, spelling, and punctuation. To the debate coach of the college team, they indicate that the first negative speaker makes himself clear and gives evidence of doing good critical thinking. To those of us who are teachers of English composition, they mean all these concepts combined with creativity and individual style.

Why is writing a part of our educational program? Are we training professional writers for tomorrow? No, we in secondary schools do not have as an over-all objective the training of professional writers. If we did, our writing instruction would be for only a very few. We believe that all pupils should be able to write acceptably whatever our culture expects in writing from its people.

What is the modern concept of the teaching of writing in a secondary school? Our philosophy proposes that everyone can write; that writing is a developmental process, keeping pace with physical and mental development; that writing fosters personality growth and development; that all writing should have a real purpose; that writing should be so useful that it gives practice in that which will be done in school years and in later years; that spelling, punctuation, sentence structure, and paragraph development should be studied, not in an isolated manner, but in conjunction with the writing the pupils will need to do as the class activities shape, develop, and climax. We believe that all the mechanics of writing should be taught inductively rather than deductively. Young writers will derive rules from a critical study of their writings.

We can help the class decide the layout for their papers. The right position for the name of the pupil, name of the course, date, and source of material is not determined by a ruling. We can encourage the class to decide the most practical position for the name, the best way to fold

the paper, and the most desirable kind of paper and ink for the project. Through this approach to the problem, we are helping the members of the class to learn to make decisions and to consider the courtesy involved in writing with the reader in mind. If a pupil cannot write legibly, he may be urged to use the typewriter.

What Is Acceptable Usage?

Do we want to make our high school people socially competent? One approach which helps them to feel secure comes from a discussion of the various levels of usage. Just as pupils can easily understand that there is a use for the evening gown, the tailored suit, the cotton frock, and the play suit, so they can understand that there is a use for literary English, for formal and for informal language, in everyday usage. Our admission of the fact that all levels are to be recognized wins students' respect; our recognition of their use of the appropriate language for the specific situations makes us human.

We can be almost sure that someone during class discussion will want to know who establishes usage. Group discussion will lead us to these conclusions: usage continually changes; the best authors influence changes in acceptable usage. Examination of the better magazines shows pupils that present-day writers accept and use modern colloquial language. We reach the conclusion that surely the *Atlantic Monthly* or *Forum* will not lead us far astray.

Writing Is a Valuable Outlet

The high school girl who says "I can't write" may be inhibited emotionally. If we want to help her, we do not argue; we do not force her to write. Rather we encourage her to express her own thoughts in her own way. Expressing them gives a pupil confidence. Hearing others express ideas stimulates new ideas. The reading of student-written experiences creates in others a desire to write down experiences. *Anyone can write.*

The tenth-grade girl quoted below wrote objectively of a personal problem which otherwise could have created a dam in the stream of her personality development. By treating a subjective matter objectively in her writing, she helped in the solution of a developmental task—accepting one's physical being.

The only sense organ I have any trouble with is my eyes. I have astigmatism. I guess I must have inherited this from my father because he has the same trouble. Every time I have my eyes examined I am

told that I need glasses. However, my father won't get me any because he wore glasses in hopes that they would correct his eyes, but he claims that they never did him any good, so he doesn't see any need of my wearing them. Though I do have astigmatism, my eyes don't really bother me at all. I can see just as well as anyone who has normal eyes.

When I was younger, my older brother and I used to quarrel and fistfight each other. We would stand facing each other and look each other right in the eye, as much as to say, "You just try anything and I'll poke you one." He'd look at me and say, "Quit wiggling your eyes." Naturally I couldn't stop "wiggling them," as he put it, because it was astigmatism which caused them to move back and forth.

No one expects a seventh-grader to write as well as a twelfth-grader any more than he expects a seventh-grader to make the varsity football team. His interests are different. He writes about different things and in a different way from the twelfth-grader. However, the seventh-grader will develop into the twelfth-grader in position and in writing if we follow sensible and sound teaching practices.

The following excerpts from the minutes of a ninth grade class show how the language development of a class depends upon vital experiences, how class work may be vitalized, and how a writer who is given the freedom to write as he chooses reveals much that is important in gearing class activity into the stream of individual interests:

Wednesday, May 25

On Monday when the week's work was planned, a "Hobby Lobby" program was voted on for today with Bob Andrews as chairman. First of all, we had Ted whose subject was "I used to collect salt shakers." Daniel lobbied for his hobby, which was baseball. Frank Sugeno was the next one to talk on his hobby, which was astronomy, and the talk revealed quite interesting facts about the heavenly bodies. Frank Burgess, whose talent as a monologist was discovered recently, talked on his hobby of boxing. Walter Townsend was next with his colorful pennants, and although his talk was short, everyone seemed to enjoy it. After that came Major Morris with his talk on making model airplanes. Norma Seaboldt with her talk on cooking and also her wonderfully made cake was next. A whole plate of delicious-looking chocolate cake with marshmallow frosting was a sample of her hobby. When the plate was being passed, everyone—even Bob Harady who seemed half asleep till then—was wide awake and patiently waiting for his share of the cake, which was indeed just as delicious as it looked. After the plate was passed around, Frank Burgess was seen carefully picking the crumbs off the plate. Last of all, Jay Berkman talked on chemistry.

Why Have Writing?

Writing helps the youth to develop personality and become a well-adjusted individual. Both the junior high and the senior high pupils are passing through critical emotional periods when they may be ashamed of their homes, condemn their parents, yearn for companionship with their classmates, challenge early guidance, and long to be adults. Writing becomes an emotional outlet, a means of letting off steam, a stabilizer. Through writing, an adolescent may learn that others have similar problems and have worked through them to find solutions.

In the paragraph below, an eleventh-grade boy has revealed to us his feeling of doubt.

I am a strange person. Around people I try to be fun with never a serious moment, but deep down inside me I am hiding a secret ambition that I have never told anyone. One night I was in the house all alone when it started to rain. I got dressed and took a long walk under the trees. I like to stand near trees when it's raining. They are giants, but still the wind sways them back and forth like mere twigs. I have few friends because I am hard to get along with. Sometimes I have to be by myself. I can't explain this but at times I get very melancholy. When I hear a certain song it makes me think of places and things that I have seen. This is one of the times I would rather be alone. A train whistle in the night makes me think of all the faraway places to which it is carrying its passengers, maybe to New York or Chicago. When I see a gang of boys or girls having a good time I can't help wishing that I was this boy or that boy, because I know they have many friends and always have a good time.

How Writing Develops

If all writing is to have a real purpose, it must grow naturally out of activities. This eliminates Monday's being a day for written composition, two compositions being required per week, and the teacher controlling all class procedures. Instead we have student needs cared for through group planning and group writing.

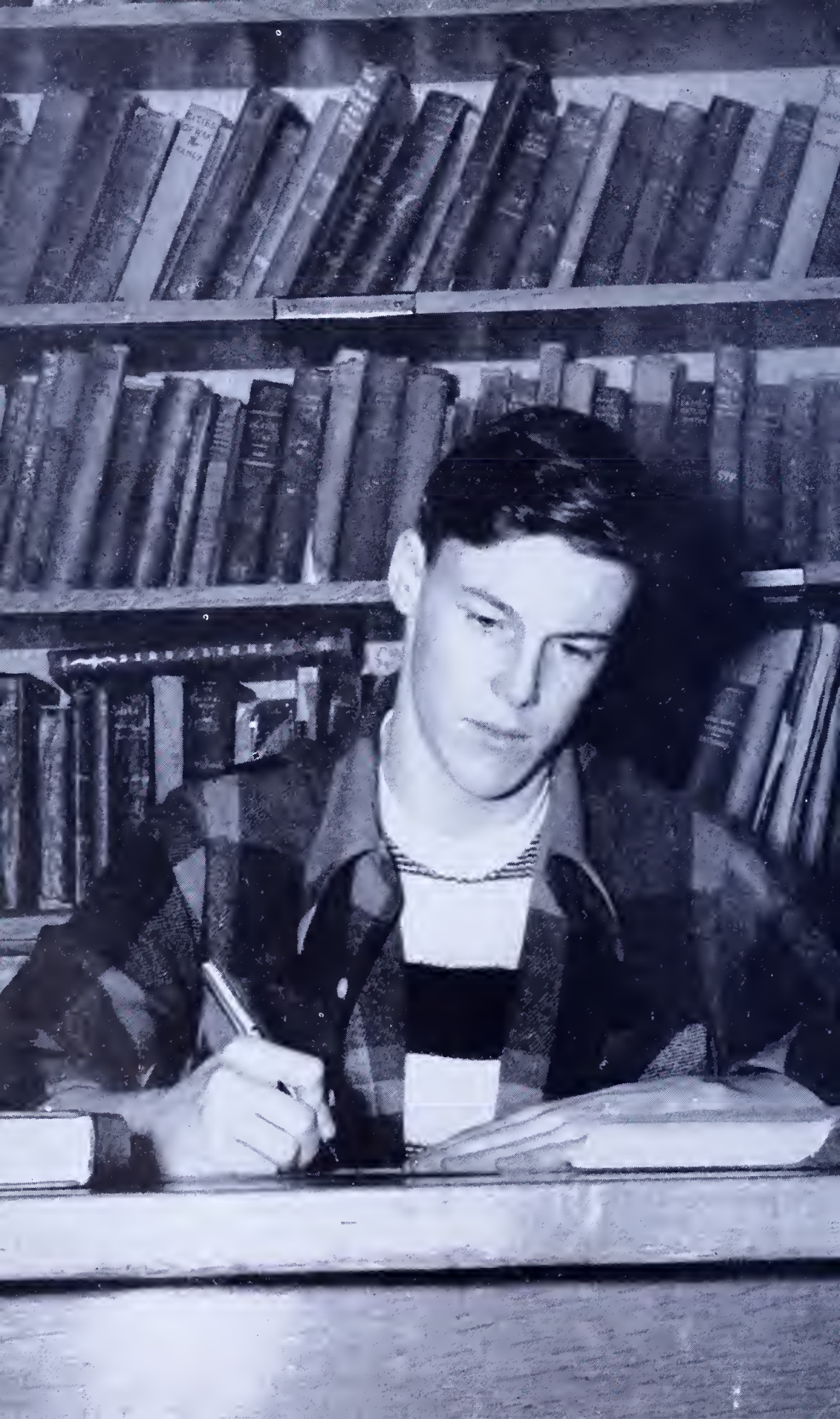
One day Mary asked, "Why don't we have a student council? A letter from my cousin in S-town is filled with news of the State Student Council Conference which she attended last week. It makes me wish we had student government." This opened a lively discussion on what student participation in school operation involves, which schools have

it, why this one doesn't, and why having it might be a good idea. The discussion went into other classes, into the homes, into Scout meetings, and even out on dates.

The next day the class wanted to learn more. They wrote to schools already utilizing student-planning and participation and to friends from other schools practicing it. Certain members of the class asked for permission to visit schools to see student government in action. Reports both oral and written followed. Others went to professional libraries to read about student councils. The information gathered was handed on to the class. A special assembly was held to sound out student opinion. What followed? The school was organized for student participation in the operation of the school. As a result, newspaper articles were edited; radio scripts were created; thank-you letters were written. Thus discussion leads to beneficial action.

If writing is to be a power in pupils' lives, it cannot be limited to such topics as "What I Did on My Vacation" and "What I Would Do With Ten Thousand Dollars." Today merely filling in blanks plays such an important part in the lives of people that we should learn to do the task well. Moving to a new residence involves filling in change of address blanks for the post office, for car registration, and for magazine subscriptions. Pupils may bring in order blanks from mail order houses and from newspaper advertisements. We can secure blanks for application to camps, schools of nursing, colleges, and jobs. Filling in these blanks is a valuable writing experience.

Telegrams and captions offer us opportunity to teach concise, effective phrases. From brief memorandums we move on to the writing of minutes, a permanent record. We can teach the writing of both business and personal letters better if actual situations which require the mailing of the letters are involved. News writing and editorials become reality if the pupils publish a mimeographed sheet. A class seeking live information for a special reason, can write a research paper. Informal essays give more opportunity to help the pupil to be an individual, a personality. Understanding and appreciation are developed as these young men and women share experiences in emotions through writing. Writing narrative verse and lyrics may bring that sense of achievement—of success—so encouraging to writers. It may also bring an appreciation of the power and the beauty of language.



What Is Creative Writing?

People sometimes think that creative writing is the “arty” type of expression concerned with beautiful abstractions. It isn’t. Anything any pupil writes from his reservoir of thoughts, feelings, and experiences is creative. Short-haired boys can do creative writing. One short-haired lad expressed his reactions to creative writing in this way:

WHAT GOOD IS CREATIVE WRITING?

Why take this subject? Do I prosper from it, or is it just another credit so necessary for graduation? What do others think of the course? Is it just for the piano-fingered, white-collared students—a subject only engaged in by those “natural-born” writers, prospective artists or poets—*sissies*, so to speak?

I can speak only for myself. I entered for the credit, and during the first two weeks thought that I saw before me as nice a collection of fragile artificial posies as ever graced God’s world. One or two students in the class, I thought, might be real human beings. I couldn’t possibly see how they could weather a good spring shower.

I spent the next few weeks in finding out how big a fool one mortal can be. The freedom of our class was one big factor in changing my fast-founded opinions. I don’t sit in desk number three near the windows or in the old rickety, initial-carved one up front by the teacher’s desk. I sit where I like, near whom or what I like.

I’ve sat by the pretty blonde, by the supposed teacher’s pet, and even next to the four-eyed, sharp-pointed pencil pusher—you know who I mean—the girl with the face only a mother could love; the girl who always has her work in on time—neat and tidy work to boot! I’ve talked with her, got to know a little about her and her little brother; she always has to read the funny-papers to him. I’ve got to know of a few of her problems and interests, a few of the blonde’s interests, and even of the supposed teacher’s pet’s trials and troubles. I’ve got to know of them and found, believe it, that there were more than just two real human beings in the room. They have their problems and interests the same as I have.

I learned more about them from their essays which they read before the class. It seems that they have their reasons as to why they think and act as they do—and reasons for forming their opinions, which so

often do not agree with mine. Surely I can't condemn them because they can't agree with me. In other words, I've learned tolerance—a tolerance of others and their opinions.

In this class, we have learned to write about subjects in which we are interested and which are within our own experience. We've been taught to make criticism objectively; and we do as fine a piece of work as we possibly can. Naturally we are concerned with what is read before the class; and being engrossed in our own reading, we are less conscious of the fact that we are before a group. In this way a certain degree of self-confidence is built up in us. After a little practice in oral reading I found it to be less of a dread and drudgery—a more interesting task, interesting because I could get the opinions of fellow students.

Often, in criticizing talks of others, I found to my embarrassment that I knew nothing of the subject being discussed; and hence I felt very ill at ease and foolish. So that I wouldn't feel so cheap and embarrassed, I have learned to get outside information on the disputed subjects, so that I may be better informed the next time they are raised in discussion.

How to Correct Papers

The modern concept of correcting pupil-writing finds us being more human and more helpful. We no longer discourage the writers by cluttering their papers with red pencil marks, for we know the negative approach is destructive in effect.

Now we can go home and get some rest so that we can do a better job of teaching the next day. We do not need to read all of the papers pupils write. The pupils read and correct many in class.

On the papers we do read (and, with the right approach to the teaching of writing, the papers are so interesting we hate to miss reading them) we make constructive comments which mean something to the pupil and inspire him to improve.

We may write: "This is good writing, Bob. It has the ring of sincerity found in all good writing," or "A perfect sentence, Bill—not one misspelled word!" or "This makes me wish I knew more about the Boy Scouts. How long will it take you to become a First Class Scout?" or (in extreme cases when you have a hard time finding a virtue)—"This is a perfect *a*; no one would confuse it with an *o*." We who teach that it is discourteous to show preference by saying "I like Mary better than

I like Susan" now feel that it is equally discourteous to show preference for the writing of one pupil over that of another by marking one paper *A* and the other *E*. We can develop a finer kind of writing if we eliminate grades on the papers and concentrate on ways to aid young writers in improving their work.

If we want our pupils to realize the benefits of writing, we cannot dictate assignments like "Write 250 words on 'The United Nations and World Peace.'" Some writers can say more in 25 words than others say in 25,000. Many adolescents cannot write five words from their own thoughts, feelings, and experiences because they have never had the opportunity.

The topics for the writing should come from the pupils. They, too, should determine the length and the form of the expression. They may do this individually or as a group.

Moreover, if we hope to keep pupils interested in writing, we cannot hand papers back for rewriting when there is no purpose for the rewriting other than the teacher's belief that mere rewriting of papers makes better writers. It doesn't. It is usually discouraging and boring and causes the pupils to resolve to write shorter papers or to plagiarize. However, letters to be mailed, articles for papers or magazines, reports to school authorities, or scripts for radio presentation should be carefully done, and pupils usually do not complain about rewriting them. They may even ask for a careful check on errors to improve the rewriting.

How can we best help young people to write? Above all, we can help by ceasing to believe that the teacher's opinion is omnipotent and by beginning to believe that the teacher is but one of the many whose opinions count. If the workshop idea enters into the planning, we will find it equally valuable in the revising. We can let the members of the class share criticisms. We can allow them to write the suggestions for the improvement on the papers they read and hear read. We can teach them to beg for these suggestions. *Encouragement stimulates the adolescent to write.* In writing he may objectify personal problems out of existence; he may express exalted ideas and emotions that adolescents usually feel but do not express; he may begin to think objectively about his life's work and his philosophy of living. Everybody can write, and writing can help everybody grow. *Let's put writing to work.*

I.

WHAT ABOUT GRAMMAR?

In every discussion of written communication the question of grammar arises. How much and what kind of grammar shall we teach? Always there has been a divergence of opinion on this subject with the result that we sometimes become dogmatic and opinionated. But in so doing, are we remembering the things we, as English teachers, have taught our pupils about facts and evidence to support our assertions?

The English Journal, Robert Pooley's *Teaching English Usage*, and Arthur Kennedy's *English Usage* are reliable sources of evidence. *These sources present evidence that there is little relationship between the knowledge of grammar and the ability to write good English.* All of us have known pupils who could cite rules but who write, "He gave the papers to him and I." Pupils may correctly diagram all kinds of involved sentences; yet they still say, "I haven't got no pencil." The weakness of the deductive approach with its learning of rules should be obvious to all of us.

The following confirmed research findings bring evidence which establishes convictions. They are summarized by J. C. Seegers, Dean of the School of Education, Temple University, Philadelphia, and Chairman of the Committee on Usage of the National Council of Teachers of English:¹

1. Grammar should be a codification of usage.
2. There is no relationship between knowledge of grammar and the ability to write good English. Many who score high on grammar score low on usage. The answer is to teach English functionally. Diagramming has no effect on usage; it teaches pupils to diagram.
3. Rules and terminology do not mean much. Grade levels do not mean much. Grammar should be taught inductively. Usage is a product of maturity, experience, and intelligence. It must be taught individually to students, since abilities vary greatly.

These research findings are reflected in the report of the Commission on the English Curriculum of the National Council:²

¹ J. C. Seegers, "The Place of Grammar and Usage in the Curriculum." Address to the National Council of Teachers of English, Buffalo, N. Y., 1949.

² Dora V. Smith, "How the Curriculum Commission of the National Council of Teachers of English Proposes to Deal with this Process." Address to the National Council of Teachers of English, Buffalo, N. Y., 1949.

1. We do not recommend a systematic study of grammar where a child will be asked to study sentences and designate figures of speech—or start with an analysis.
2. We need to start with speech and writing and teach grammar in direct relation to usage—what makes sentences understandable and effective.
3. Rules are lost long before a child leaves school. The test should be on how well a child can use language and not on what he knows about it. What is taught must be what is needed in relation to use.

Despite the research and the opinion of many authorities, some teachers continue to teach formal grammar as the core of their English work largely because that is what they were trained to do. Most of us speak and write the English language fluently; we possess a degree of skill. But we must remember that we have specialized in the field of English and that we are teaching only a few who will ever need the specialized knowledge of English that we possess.

It is interesting, if somewhat dismaying, to note that the methods some advocate and use are those same methods which were in operation a hundred years ago. We want a surgeon to use the most recent techniques in even so slight an operation as a tonsillectomy; yet we may be quite content to teach language usage by antiquated methods. Today, that grammar necessary for adequate communication is enough to meet the needs of our high school students. They see no connection between complicated, analytical, formal grammar and the English they speak and write. We wonder, then, if the continuation of this practice of teaching formal grammar deductively, has not been one of the reasons why pupils frequently rank English as the least helpful high school subject.

We, as teachers, must accept the fact that language is a fluid, changing medium in which vivid, live expressions are more effective than academically respectable stereotypes. We must accept the fact that the successful writer uses the idioms of his day. What was a vital expression in Shakespeare's time may be meaningless today. What is vital expression for an adult may be meaningless for an adolescent.

We teach grammar everyday in the modern English class, but it is a different kind of grammar. It is functional—something adolescents use every day. It is taught in relation to student need. To illustrate: Stanley writes, "The boys dove into the water." Stanley is taught where to check on principal parts, that the accepted form is "dived"; and that "dove" may be used in conversation since it is recognized as a colloquial

word. Through functional grammar, a pupil learns how to use language effectively for the purpose of communicating in such a way that the form used will not obscure the meaning or the acceptability of the communication.

There is a formal pattern and there is an informal pattern in language. There is Brooklyn English and Boston English. There is slang. Pupils need to be aware of, and practiced in, the appropriateness of the various patterns of usage. An athlete does not use the same speech in intimate conversation with his teammates as he does in talking to a prospective employer or in writing a business letter. By our acceptance of realistic usage, we are better able to interest pupils in improving their usage. By accepting the language of a community for what it is, we can avoid having adolescents judge their parents as "illiterate." The discourtesy of pronouncing a word differently or using the accepted form when it has been used with another pronunciation or in another form by a member of the group, should be considered by the class. Would it be wise to use the word as it has been used or to avoid using it during the conversation?

2.

WHAT ABOUT PUNCTUATION?

Perhaps punctuation doesn't change so rapidly or so frequently as styles in women's hats, but certainly it does change, and whether we punctuate by rule, by the general thought of the passage, or just by instinct, we should have a definite philosophy about punctuation.

One writer¹ maintains that "in no other phase of English teaching is there less clear thinking than in the field of punctuation." She contends that teachers make some allowance between the misspelling of *disappear* and *Diarbkr*, "but the omission of a period and the omission of an apostrophe between *s* and its accompanying *s* in such a sentence as 'The *s*'s have it' are marked with equal severity."

Teachers should discuss with their classes the fact that punctuation is another phase of English in which there is latitude. When an accepted writer doesn't punctuate according to rule look for the reason. With our pupils, we can discover what conventions are accepted and where. Certainly we don't want to teach our pupils that there is any *one* way

¹ Lucia B. Mirriellees, *Teaching Composition in High School*, Harcourt, Brace & Company, Inc., 1931.

for everyone to punctuate everything; we don't want to teach them to copy slavishly the punctuation used by Dickens or by some of our ultra-modern writers who disregard punctuation entirely. We are safe in establishing the authority of punctuation used on the editorial pages of the better magazines. *Harper's* and *The Atlantic Monthly* have always been acceptable models.

We can teach adolescents that punctuation is a form of insurance. If we use the right marks, the chances of a reader's misunderstanding our communications are reduced. Reading their writing aloud convinces many adolescents of the need for, and the benefit of, punctuation marks.

In discussing such a statement as, "If we do not punctuate our sentences, people may misinterpret our meanings," we may teach the writers to use a comma "to set off an introductory adverbial clause from the rest of the sentence," but it is usually simpler and more effective if we teach pupils to look for the change or turn in thought in a sentence beginning with "if" and to put a comma where the change occurs. Pupils enjoy experimenting with placing commas at various points in a sentence to see what happens if they change "turns."

Because punctuation needs are so variable, it is difficult to set up a definite procedure for all teachers to follow. In general:

1. Be sure the student knows why he is punctuating. Make his punctuation as functional as his choice of words. Use the punctuation as it improves communication.
2. Don't burden the student with technical rules he may seldom use. At one time there were forty or more rules for the comma. Today we need but two, both of which are related to connecting thought elements. Junior high school pupils have little use for the semicolon, because usually they don't talk or write in units that require semicolons. Let the rules evolve from a study of usage.
3. Punctuation needs drill. Collect materials for frequent classroom use. Pupils' themes are the best sources. If your school is fortunate enough to own an opaque projector, the themes may be flashed on the wall for study. If not, copy portions of the themes on the blackboard. There are many sentences, too, that show dramatically what punctuation can do to meaning. Supply yourself with some of these and use them.
4. Once a mark has been taught, check for its correct use in pupils' writing.

5. Be on the alert for successful devices. There are many excellent ideas to be found in *The English Journal* and in books on the teaching of English.
6. If your textbook or manual is outdated, explain the situation to the class. After this explanation, students may decide to write a manual for their own use.
7. Encourage pupils to check what various authorities write or say about disputed usage. Encourage pupils to consider which form is best for the communication of the particular idea.
8. In this day and age, most people can communicate effectively if they use only periods, question marks, and commas.
9. The basic purpose of punctuating is to help readers, not to please grammarians. But any writer must know what he is trying to say before he can use punctuation marks.
10. Use the *meaning* approach, not the *rule* approach to punctuation.

3.

WHAT ABOUT SPELLING?

Spelling is a skill that involves hearing, seeing, and muscular reaction. Spelling is used normally only in writing. Words used in writing are usually those which come from the writer's speaking and reading vocabularies. Hence, if we train eyes and ears to function accurately, and if we provide plenty of opportunity for muscular reaction in writing, we should be able to develop effective spellers.

However, adolescents often come to us relying on but one of the three elements of spelling. Adolescents say they spell "by ear", or they stare up or down to visualize the word, or they write the word. Sometimes a poor speller becomes a good speller when he learns to employ the neglected elements.

It's easy to overdo or to underdo emphasis on spelling in high schools. Some teachers require their pupils to learn long lists of words they do not use and may never use, and penalize them heavily for mistakes. One teacher carries this to the extreme of marking an *F* on any paper, no matter how fine otherwise, which contains *two* misspellings.

Some teachers go to the other extreme, paying little or no attention to spelling on the grounds that spelling is taught in the elementary school, not in the high school, and that businessmen can rely on stenographers, professional writers on proofreaders, and ordinary citizens on the dic-

tionary—forgetting, of course, that someone must train stenographers and proofreaders, and the ordinary citizens must at least spell well enough to know how to find words in the dictionary!

In the business and social world, spelling, along with correct usage and correct mechanics, is an important cultural index. Few misspelled words appear in books, magazines, first-class newspapers, and letters sent out by business firms. No mistakes in any kind of writing are so obvious as mistakes in spelling. They brand the writer—or printer—as either careless, or ignorant, or both.

High school teachers, therefore, have the responsibility of seeing that their pupils reach and maintain acceptable standards in spelling.

Here are some suggestions for helping them:

1. Try to motivate your pupils with the desire to spell and to be proud of their ability in spelling. You can remind them that poor spelling is a mark of illiteracy and that illiteracy is a sure road to social condemnation. Good spelling, on the other hand, is an important part of the English used customarily by most educated English-speaking people.

You can tell them that business and professional men place spelling first in judging their employes' English. One study reveals the following percentages as to the primary requisites for an employe:¹

Ability to talk effectively	25 per cent
Ability to write effectively	14 per cent
Ability to read understandingly	1 per cent
Ability to spell	60 per cent

No matter what English teachers may think about such a rating, here is a "life situation" of which pupils should be made aware.

You can point out that words, like people, have personalities, families, and ancestries. An interest in words is often a good motivation for pride in spelling, and you should never lose a chance to praise improvement.

2. Have your pupils study only the words they *need to write now*. To have youngsters spell words that will not for some time become active in their writing vocabulary is a waste of time and energy.

Here is something to remember that will keep your courage up: the misspelling of a relatively small number of common words—*its, too, ninety, quiet, than*—mark any pupil as a poor speller.

¹ J. N. Hook, *The Teaching of High School English*, Ronald Press Company, New York, 1950.

Studies show that about 1000 words constitute the basic vocabulary used in 90 per cent of English writing; of these, about 100 cause most spelling troubles.

3. **Have each pupil keep his own list of misspellings taken from his compositions and letters; keep him working on these until he gradually gets them right.**

To rely on spelling lists is to waste a certain amount of time for all pupils. What good is it for a youngster to spell twenty-five words twenty of which he already knows and five of which he will never use?

You should therefore place limited reliance on spelling books. No matter how scientifically the words are selected according to ages and grades, many are certain to be known to your pupils; others will be beyond their writing needs.

One of the most famous lists, called "The Hundred Spelling Demons," contains words selected on a frequency count from pupil compositions and letters. Various claims are made for its efficiency, one commentator going so far as to say its mastery will eliminate half of the spelling errors normally made in pupil writing. Even so, it involves much wasted time and effort better spent by each person on his own demons.

If you must have a list, then make your own by selecting the words most often misspelled by any given class. When you dictate it, be sure you pronounce each word carefully and correctly; much misspelling results from teacher carelessness in pronunciation and enunciation. It is worth remembering that English is about 85 per cent phonetic; it is also worth remembering that phonetics has not been receiving much attention in recent years, with the result that many pupils do not know the characteristic sound of some letters in various combinations. A recent study of 101,000 children in Indiana shows that where phonetics had been heavily stressed, there was only 37 per cent retardation, compared with 44 per cent when moderately stressed and 54 per cent when not stressed at all.¹

4. In having each pupil work at his own demons, encourage him to hear and to see each word, to pronounce it correctly, and to write it often.

Here are the behavior characteristics of a good speller as listed by E. W. Dolch.² The good speller

- a. Checks his guesses
- b. Proofreads for spelling

¹ William H. Fox, *Spelling Proficiency in Township Schools in Indiana*, Indiana University School of Education, Bloomington, Indiana, 1947.

² "Teaching Spelling," *Illinois English Bulletin*, March 1943, No. 6.

- c. Studies spelling of new words. This means that he gets the exact pronunciation of each new word; he asks if this sounding tells the letters and where it does not, he finds a means of remembering the exact letters at the difficult spot until the correct spelling becomes automatic.

5. Encourage the dictionary habit.

A dictionary check on doubtful spelling is a life-time necessity for most people.

6. Give as much writing practice as your time and health permit.

Spelling, after all, has no value as an isolated skill; it is important only as a necessary part of communication. Youngsters should be given plenty of chance to communicate to others through writing letters, editorials, and reports. These should provide the means of testing their spelling power.

7. Check on accurate spelling as often as you can.

The real test of spelling is a check on how writers spell outside the English class. When writers are concerned with ideas, not form, they are using spelling functionally. They may be able to spell words accurately in isolation—in columns—but still make errors in letters or in reports.

Adolescents improve as they are motivated *to want to improve*. If individuals are praised for progress in mastery of spelling, instead of being condemned for their errors, they are more easily motivated to work on the correction of the words they have misspelled. Often pupils who have no apparent interest in spelling may develop an interest through the use of the tachistoscope and flashmeter. When adolescents are interested in improving their visual acuity, they learn spelling painlessly. When they learn how important visual acuity is to aviators and to sailors, they may become interested in recalling accurately the sequence of letters flashed at 1/100 of a second. To reach that goal, the pupil drills, but he doesn't object to the drill because it is self-imposed and purposeful.

4.

WHAT ABOUT PENMANSHIP?

If we are to help the adolescents with their language skills, we must assume responsibility for helping them with penmanship. The foundations for penmanship are laid in the elementary school, but if the skill is totally neglected in high school English classes, it often degenerates into a penmanship illegible even to the writers.

The emphasis is on legibility, rather than on a particular system of penmanship. Students should consider the importance of writing so that the

reader can easily understand what has been written. They study the effect of illegible penmanship on the reader. By realizing how it feels to read illegible scrawls, pupils are sometimes motivated to write legibly.

However, teachers find generally that they can do more to interest pupils in developing legibility by the comments they write on papers or by what they say when a paper is projected by means of the opaque projector for class study.

In these comments, the teacher point out neatness, attractiveness of style, legibility, and such aids to the reader as blank lines between paragraphs, use of manuscript writing for titles or for emphasis, and allowance for effective margins. The teacher should give unstinted praise to the pupil who relieves a long period of illegibility with even one indication of improvement. Sometimes pupils try to get attention through handing in illegible scrawls. They get a satisfying kind of attention from their classmates by evoking tirades from their teacher. This need for attention is important, but a teacher's calm insistence upon legibility is all the attention the pupil who writes illegibly should receive.

Typing the English Assignment

In this day, English teachers do well to encourage pupils to use typewriters. Some modern English classrooms are equipped with typewriters; in some schools, pupils have access to the machines used in the commercial department; often adolescents have typewriters of their own.

What has been said about noticing and praising sincerely that which merits praise is as important in typewriting as in penmanship.

On the adolescent level, little is accomplished by penmanship or typewriting drills (in the sense of making ovals and push-pulls in penmanship or in typing "cat" one hundred times) unless the adolescent feels a need for that kind of activity. Many professional writers use but two fingers in typing.

However, the commercial teacher is often willing to discuss typing and to demonstrate the desirability of using the touch system if he is invited to do so by the English class. If a shop teacher or an art teacher is invited to demonstrate effective printing or manuscript writing, many pupils whose cursive writing is illegible may become interested.

Pupils sometimes say in high school that their penmanship is ruined because of the speed with which they must make notes. Such statements usually afford a good motive for a study of note-taking and for some interesting experiments on the rapidity with which people can write and still maintain legibility.

In short, the task is to teach pupils how to write legibly. The means is the writing done in our classes, and the method is that involved in any good teaching: setting a good example; motivating pupils to want to write legibly and encouraging pupils to improve, not by exhortation so much as by the use of pupil-teacher evaluations. Often the evaluation of one adolescent's penmanship by another adolescent does more to motivate improvement in legibility than does a teacher's evaluation.

ILLUSTRATIVE UNIT ON LETTER WRITING¹

For a Junior High School

Preliminary Teacher Planning

1. The problem—How can pupils be guided in writing interesting and well-constructed, friendly letters?

Letter writing is a problem that practically every junior high school pupil has. They are beginning to do more visiting by correspondence. Their world is enlarging. They are getting pen pals from abroad. New friends are being made.

2. This unit is introduced by explaining that letter writing is merely visiting or conversing by mail. Correct form is as necessary as a neat, clean personal appearance and correct attire.

Orientation by Teacher and Planning With Pupils

1. Discussion—thrilling to get mail—watching for the postman
2. Analysis of interesting letters
3. Need for good form
4. Style suitable for different occasions
5. Necessity for correct punctuation and capitalization

Objectives Developed by Cooperative Planning

1. To acquire the correct knowledge of form and appearance
2. To learn to put into practice the fundamental rules of capitalization and punctuation
3. To acquire the ability to express on paper one's thoughts so that they will be an expression of one's personality

¹ Parnassus Junior High School, New Kensington.

Learning Period

1. Pupils bring in interesting letters they have received and read them aloud in class—followed by the discussion: “Why were they interesting?”
2. Pupils bring in any articles they can find on letter writing.
3. Pupils bring in any published letters they can find to read to the class.
4. Discussion by the pupils on the qualities that constitute an interesting and worth-while letter.
5. Discussion—“What should I write in a letter?”
6. Make it a game—have pupils correspond with other pupils in the class, read the letters and answers—then discuss their merits.
7. Have pupils bring in their personal letter problems and have the class help solve them.

Culminating Activity

1. After the unit has been thoroughly discussed by the pupils, have them write a letter to be mailed to a friend.
2. Have pupils evaluate the letter.
 - a. What is their reaction to its appearance?
 - b. Is it correctly written as to
 - (1) Form
 - (2) Punctuation and capitalization
 - c. Is it interesting?
 - d. Is it pleasing?
 - e. Will the recipient be interested in the incidents related in the letter? Why?

Evaluation

1. Have pupils' letters improved both as to form and content
2. Are they enjoying letter writing?
3. Do they write more letters?
4. Do their letters express their personality?
5. Has vocabulary knowledge been improved?

SUMMARY

1. Writing is a developmental process. Pupils learn to write by writing. Everyone can write, and everyone can improve his writing.
2. Writing may help the pupil meet his needs.
3. Writing should be purposeful and related to adolescents' experiences, thoughts, and feelings.
4. Grammar, spelling, punctuation, and penmanship are related to the purpose of effective communication.
5. Evaluation of writing should be cooperative and should be in terms of positives: successes, needs, and problems.

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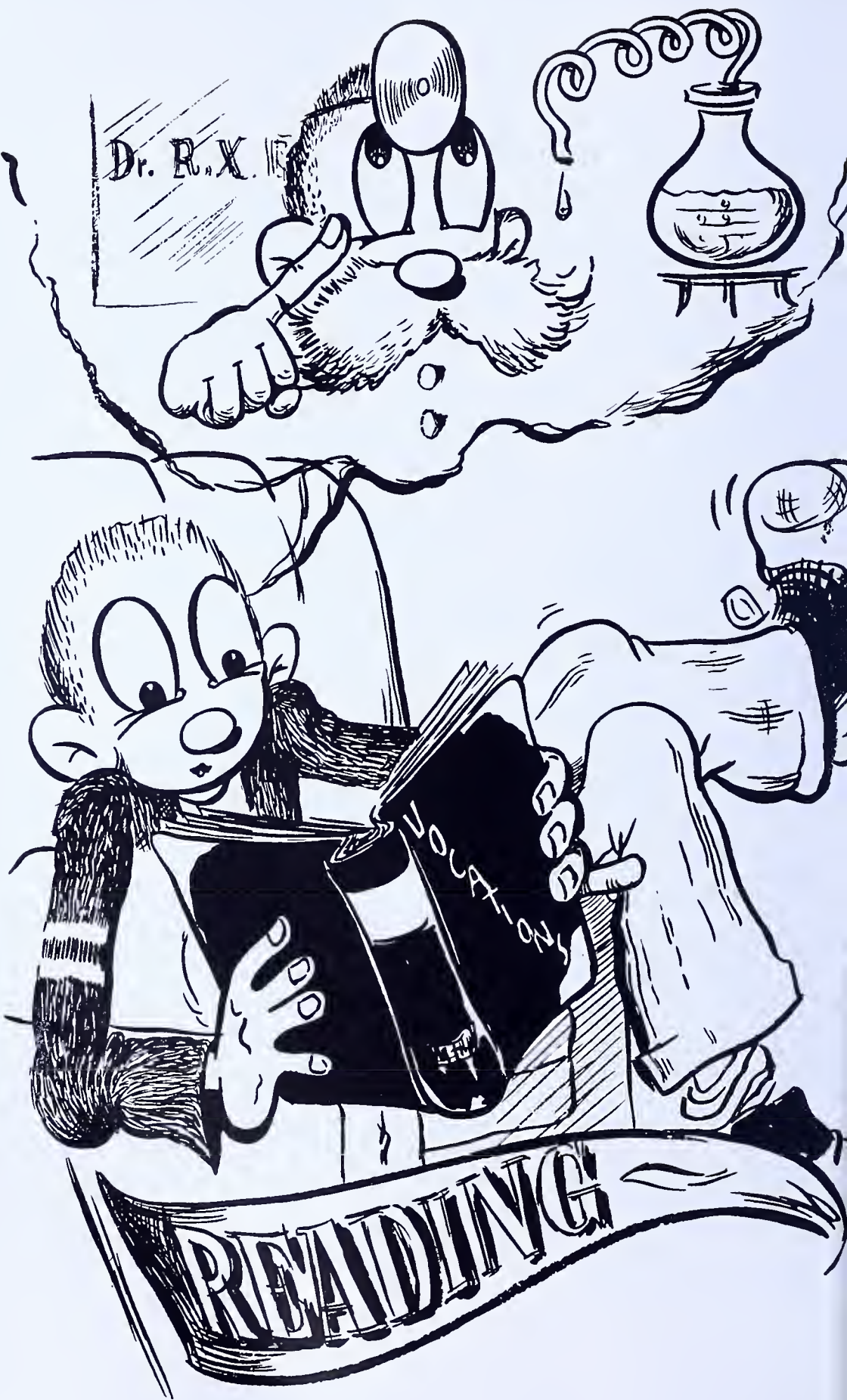
EDUCATION FOR LIFE ADJUSTMENT

PROBABLY the greatest hindrance to acceptance of changes in procedures comes from man's innate aversion to leaving what is accustomed and familiar. However, we often try to evade this fact by rationalizing and finding other reasons for our reluctance. It is customary to look fondly on the glories of the past and to concern ourselves with the fate of accepted academic standards and the accompanying effect on a cultural heritage. But we forget the all-important fact that unless learning is immersed in its own age, it is apt to become sterile and irrelevant. A glorification of the past is apt to make us blind to the inspiration and achievements of the present. The advances which have been made during the centuries are all at hand for our use in meeting the problems of the day. In trying to solve vital human problems, let us be keenly conscious of the resources and inspirations of the present . . .

My plea then is that we try to lay aside unwarranted prepossessions, and concentrate on boys and girls and their needs in today's world. This is far from impractical. For if we actually offered programs capable of developing the talents which God gave individual boys and girls, we would produce much more adequately prepared college students; and far more important, we would produce stable and integrated personalities for the strengthening of the American home, the practice of democratic citizenship, useful work, and wholesome recreation . . .

—Sister Mary Janet, Report of the National
Conference on Life Adjustment Education, 1950.

Dr. R. X.



SECTION D

READING

If high-school students are to become capable citizens, they must not only be trained to comprehend what they read but educated to think about the ideas apprehended and to discriminate among the facts presented in varied types of printed material.

—Paul Witty, *47th Yearbook, National Society for the Study of Education*

Back in the days when the sole function of the high school was to prepare young people for college, the teaching of reading was of little or no concern to English teachers. The young people who came to the English classes had to be able to read or they failed.

In the twentieth century, however, we have many free tax-supported high schools to educate all American youth. Now we subscribe to the idea that everyone in a democracy needs to read a great variety of materials if he is to be an effective citizen. No longer are there many good jobs to which young people may turn if they drop out of school.

The young people who quit school to find work and then find no work are often the ones who contribute to juvenile delinquency. Adolescents, aged eighteen, in the nineteenth century frequently had jobs and families; in the twentieth century they are delayed in assuming adult roles. Today adolescents, aged eighteen, are remarkably effective soldiers, airmen, marines, and sailors. They could be equally effective in peacetime jobs if the jobs were available. But the jobs are not available. So we need to hold our youth in school.

Citizens should learn to read. The teacher's job is to train all pupils for citizenship. Therefore we need to assume the responsibility of teaching reading in our high school English classes. Again, we may be tempted to excuse ourselves on the grounds that we were not trained for this or that the elementary teachers should teach reading, but we cannot evade our responsibilities. With the wealth of literature on the subject, with in-service teacher-training, with conferences, and with curriculum-revision programs (See Bulletins 242 and 243), the teacher who wants to teach reading in secondary school work has the opportunity to learn the techniques. *Ignorance in techniques of teaching is no more excusable than is ignorance in law.*

Principles Involved in Reading

The following are generally accepted as fundamental principles for a reading program in secondary schools:

1. The ability to read intelligently is a requisite for the growth of our democratic society.
2. The ability to understand and interpret reading material varies with the individual's experience, development, and interests.
3. Reading for various purposes involves the knowledge and use of specific types of reading skills.
4. It should be recognized that reading is a skill, the continuing development of which is a responsibility of teachers and pupils in all subjects and at all grade levels from first year through senior high school.
5. Growth in the ability to use reading as a tool in learning should be an objective for all pupils regardless of reading level. Specific techniques and materials should be presented as aids in the implementation of a program to attain this objective.
6. Definite objectives in the attainment of reading skills should be established and the degree of pupil achievement measured at regular intervals. There should be a planned reading program for every child based upon a continuing evaluation of his reading attainment and difficulties. Periodic diagnostic tests should be given as an important part of this program of evaluation.
7. Necessary information should be provided concerning varying techniques applicable in different grades for all types of students. Among these should be suggestions which are suitable for the diagnosis of defects and the correction of those that are remediable.
8. The development of effective oral reading should be part of a complete reading program.

Purposes of Reading and the Skills Involved

All reading should be purposeful. It is of primary importance that both student and teacher be conscious of specific purposes in all types of reading activities. It is equally important that both be aware of the ways in which the diversity of acquired reading skills can be utilized for the two major purposes of reading—for information and for recreation. A list of reading purposes and the skills by which they can be achieved follows:

A. Reading Purposes

1. For information
 - a. Silent reading
 - To secure specific information
 - To get a central thought
 - To understand an opinion

- To verify facts or opinions
- To differentiate between fact and opinion
- To form a basis for judgment or opinion
- To follow directions
- To evaluate material for selection
- To organize and outline material
- To understand and interpret charts, maps, graphs, tables, and diagrams
- To appraise critically
- To interpret material, draw inferences and conclusions, and predict outcomes

b. Oral reading

- To give directions
- To give specific information
- To present a point of view
- To verify facts and opinions
- To interpret character, mood, and meaning
- To test euphony, correctness, and effectiveness of written composition

2. For recreation

a. Silent reading

- To experience aesthetic enjoyment
- To enlarge interests
- To satisfy curiosity
- To satisfy a mood
- To obtain vicarious experience
- To develop standards of taste and critical evaluation
- To develop a philosophy and a point of view
- To interpret character, mood, and meaning

b. Oral reading

See suggestions under 2a. above.

B. *Reading Skills*

1. Silent reading

- a. To increase vocabulary
- b. To use word-recognition techniques
- c. To understand the material read
- d. To secure a central thought
- e. To secure details supporting a central thought
- f. To adjust speed to particular purpose and to difficulty of material
- g. To skim
- h. To locate information (index, table of contents, references, card catalogs)

- i. To read and understand graphs, maps, charts, tables, diagrams
 - j. To organize and outline material
 - k. To understand and follow directions
 - l. To interpret material, draw inferences and conclusions, and predict outcomes
 - m. To evaluate material
 - n. To form sensory impressions
2. Oral reading
- a. To enunciate clearly
 - b. To pronounce correctly
 - c. To interpret character, mood, meaning
 - d. To learn voice use and placement
 - e. To adjust rate to material and audience
 - f. To become more skillful in sight reading

WHAT IS READING?

Reading is a process through which individuals translate symbols into feelings, concepts, attitudes, and behaviors. Reading involves the recognition of the symbol, the association of meaning with the symbol, and the translation of the combined word-meanings into concepts. The concepts may be projected into feelings, attitudes, and behaviors.

The concepts are made complex and variable because readers read meanings *into* symbols rather than *from* them. For example, the word "literature" may cause a rejection of a whole concept because the reader has had unpleasant experiences with literature. He reads his experience into the meaning of the word. The same might be said for all words. Readers generally are receptive to ideas involving words like "home," "mother," and "delicious." American readers are prone to reject concepts involving words like "cheating," "communist," and "bully." The variety of factors that influence the reading process are amazing. One pupil did not like the sound of long "e." Words involving the sound (even in silent reading) aroused a negative reaction. We need to teach people to read more thoughtfully, more discriminatingly, more critically.

*The ultimate test of whether or not a pupil reads is found in the pupil's behavior. If, after reading *High Pockets*, a boy is more co-operative and if, after reading *Winter Wheat*, a girl is more understanding of her parents, the young people have actually read. There is much more to reading than word-recognition. Comprehension, reaction, integration, and projection must be employed if the word-recognition is to have value.*

Reading is a process influenced by many factors. If the room in which people are expected to read is uncomfortable or unpleasant, pupils may reject the process. If the teacher associated in the pupils' minds with reading is generally disliked, the pupils may dislike reading. If the evaluation of pupils' reading is done on the basis of competition, pupils may quit reading. If the teacher comments, "Now, why can't all of you read like Josephine?" feelings of antagonism are aroused against reading and certainly against Josephine.

Vision, physical health, personal and social adjustment, maturity, and mentality are some of the factors which influence reading. These factors are amazing in the way they influence individuals. Often adolescents with a slight visual defect may reject reading while other adolescents with gross visual defects are superior readers. One adolescent may reject reading because he feels rejected by his classmates; another may seek compensation for the rejection by reading.

Reading is a developmental process. Some teachers interpret "developmental" to mean that a reader may progress from comics to Shakespeare. Others interpret "developmental" to mean that in the ninth grade a pupil reads ninth-grade literature and in the twelfth grade he reads twelfth-grade literature. Still others interpret "developmental" to mean that just as a pupil matures from infancy to adulthood, so does he mature from a nonreader to a skilled reader. He may continue for his lifetime to improve in his reading ability. He may move from the concreteness of Westerns to the abstractness of philosophy. He may move from wholesale to discriminating acceptance of ideas.

Since individual pupils mature at their own rates, the teacher must know something about the particular development of each pupil if he is to take the pupil from where he is. To determine where he is, many teachers have relied solely on objective tests. Objective tests may help, if teachers do not assume that the results are infallible. Pupils who were bored, tired, or sick when the test was given, may be labeled "hopeless" but with effective teaching they may develop into remarkably skillful readers.

Pupils who mature slowly may eventually develop into capable readers, if the teacher recognizes, but does not penalize, the individual variations in skills. It is good for teachers to keep in mind the fable about the hare and the tortoise.

Reading is a bit like swimming. We improve the more we practice. We practice more and harder, when we want to improve. Our desire to learn and to improve comes through our association with people who have the skill and who are patient in teaching. We improve as we set up and achieve levels of aspiration so that we may set up new goals.

Swimming coaches usually begin their teaching by determining the attitude of the pupil toward the water. If the pupil fears the water, the elimination of that fear is the coach's first objective. It is accomplished through patience, infectious enthusiasm, encouragement, praise for anything and everything that merits praise, association with a pleasant personality, and freedom to go in and out of water at will. In an environment enriched by recognition, security, affection, success, and freedom, the pupil usually progresses in his ability to swim.

In reading, it is much the same. We must often begin with pupils who dislike reading and who reject it. We need to eliminate that attitude if we hope to help pupils become better readers. If we would change such pupils' attitude toward reading, we need to be a bit more patient with the pupil who is slow in his rate of learning.

Reading is not the only means of learning, although English teachers often evaluate progress in learning solely on the ability of pupils to absorb facts through reading and repeat those facts in tests. In all parts of the world there are people who cannot read language symbols; many of these people live happily. Reading is important, but a happy life is more important. Often we make adolescents' lives unbearable because of our teaching of reading. Never is reading more important than happiness. Never is reading more important than learning.

At an age when young people are extremely self-conscious, at an age when they want most to excel before their classmates, they are asked to "get up before the class and read the next stanza." Some adolescents don't mind getting up before the class; others suffer tortures when they must do so. The effect on reading of such time-honored practices as getting up before the class to read needs evaluation. Consider, too, what "Memorize this poem," and "Comment on the author's style" have done to reading on the high school level.

In short, reading is one of the language skills. Its purpose is communication of ideas or feelings. The particular interpretation is dependent upon many factors including the reader's environment, experience, mood, health, philosophy, and feelings. Reading is a developmental process. The more people practice it, the better they read.

WHY TEACH READING?

Our immediate purpose in teaching reading to adolescents is to help them as adolescents to find the answers to problems our culture imposes upon them.

Through reading, an adolescent may find answers to such problems as:

What should be my life work?

How can I become independent?

How can I reconcile idealism and reality?

Through reading, the adolescent widens and deepens his interests. He finds answers to the many questions which occur to him. Reading may also become a form of recreation for an adolescent.

Basically, in high school, the adolescent is concerned with reading as a tool used in scholastic success. It is here that the adolescent often has difficulty. Few high school instructors teach pupils how to read and to study a particular subject. Yet the reading and studying of high school mathematics is quite different from the reading and studying of science, which in turn is different from the reading of a novel.

Reading is not synonymous with study. Reading is but one tool needed in study. The actual study consists of finding answers (not alone by reading) to questions or solutions to problems, checking on whether or not the materials are clear, relating the information to past learnings, and then applying the newly-acquired learning in meaningful situations.

The dictionary is not always the answer. Wouldn't a pupil have a difficult time finding the meaning of "rhomboid," if he read this definition in *Webster's Collegiate Dictionary* (Fifth Edition) "a parallelogram in which the angles are oblique and the adjacent sides are unequal"? If he began to look up each of the unfamiliar words in the definition and started with "parallelogram," and read, "a quadrilateral with opposite sides parallel and therefore equal," wouldn't his confusion be increased?

Whether or not the English teacher should concern himself with the reading necessary for scholastic success in mathematics is open to question. However, the English teacher is concerned with language and with adolescents' problems. The English teacher might at least refer adolescents to books which would help to solve his problems on the reading of mathematics, a foreign language, history, and science.¹

¹ Ruth Strang, *Study Type of Reading Exercises*, Bureau of Publications, Teachers College, Columbia University, New York.

In teaching reading to help adolescents with their problems, we need to examine the materials we use.¹ Thus we will be closer to adolescent problems than if we continue to use outmoded methods—particularly if we continue to use them in the “memorize-analyze” tradition. To individualize the reading on the basis of personal problems is difficult—particularly, if we try to do the whole job by ourselves. The librarian, the parents, the administrators, and the pupils are great aids, if we would let them help us.

What adolescents read for recreation is usually dependent upon what is available at the time the adolescent wants recreation. It also depends upon our enthusiasm for reading and our willingness to share and to let adolescents share the materials read “just for fun.” If we spent as much time finding out from adolescents what values they get from “Steve Canyon” as we do on condemning comics, we would do much more to establish reading as a form of recreation.

In the long run, of course, we teach reading as a tool for democratic living. Our citizens need to be able to read critically, to read rapidly and accurately, to read thoughtfully, to read for enjoyment, and to read for inspiration. If we teach these skills so that they are a part of adolescents’ lives in and out of the classroom, they are more apt to be a part of adults’ lives.

HOW TO TEACH READING

To begin to teach reading in any class, we need to know where each pupil is in his ability to read. Some of the reading skills may be measured through the use of such instruments as reading tests.¹ Another method is to use an “Inventory of Reading Experiences.” See Chapter IV of this bulletin. This material may be mimeographed.

On the basis of test results, the pupils and the teacher may determine needs. It is important that each pupil understand his needs. These test results will mean little if all we do with them is to grade the pupils on their relative achievement.

From interest inventories or questionnaires, pupil-written papers, our own observations, pupil-teacher interviews (the pupil himself is the best source of really helpful information), and class discussions, we secure further information about pupil attitudes toward reading and about where the pupil is in his reading development. He may indicate that he dislikes reading. If we find in the interest inventory that he likes football, he might begin reading football stories or materials about football.

¹ See Bibliography, page 124.

Use may also be made of machines like the tachistoscope or the SRA Accelerator. Boys, especially, are stimulated by these machines used to improve reading skills.

Check the vision test records of pupils in the class who have impaired vision—pupils who need sight-saving materials, pupils who should not do too much reading. The teacher should check the medical examination records to determine which pupils require special attention because of defective vision. These records are available in all schools of the Commonwealth. Acting upon information thus secured, the teacher can make such seating arrangements as will be most helpful to visually handicapped pupils.

When reading needs have been determined, time may be taken to determine study habits. Through the use of instruments such as a *Study Habits Inventory*¹ students may evaluate how effective their study habits are. From the evaluation, they may, with the teacher, evolve methods of studying each of the high school subjects. If the pupils keep a schedule of the time spent in the various daily activities, they are often amazed to discover how much time escapes in purposeless activity.

After an analysis of their reading and study skills, the class drew up its own chart on how to study a lesson.

HOW TO STUDY A LESSON

1. Know what and why you are studying.
2. What is the main idea? Ask yourself some questions about it.
3. Read the lesson remembering the main idea as you read. Relate the details of the lesson to the main idea.
4. Think about the main idea and the details as you study. Just looking at the words and covering the pages won't get you anywhere.
5. Talk to yourself about what you have read. Check yourself on the *who, what, where, when, why, and how*.
6. If you don't remember details, reread the necessary parts until you can remember them.
7. If possible, talk over the lesson with a classmate. This talk helps you clinch ideas and may also give you some new ideas.
8. If you can't understand the textbook discussion of a subject, remember the library and people who may know the answers.

¹ *Study Habits Inventory*, by Wrenn, Stanford University Press, Stanford, California.



USING A VARIETY OF MATERIALS

MATERIALS TO USE

In helping pupils develop skill in reading, the teacher may use the materials pupils are expected to study. Use may be made of almost anything printed. Some teachers use mail-order catalogs, hometown papers, and free materials from manufacturers.

Some teachers use magazines like *The Reader's Digest* (high school edition) which has a supplement designed to give teachers and pupils ideas on reading efficiently. Other teachers use *Scholastic* and *Coronet*. Some also use a great variety of magazines from the library or from the pupils' homes.

Some teachers use books designed for building reading skills. A list of such books is included in the bibliography on page 124.

But no matter what material is used, nothing is so helpful as knowing what the pupil is reading and how he is reading it. Nothing is so helpful as having him select what he wants and needs to read when he wants and needs to read it. Nothing is so successful in encouraging reading as a skillful teacher who is an enthusiastic reader, who knows (because he has read them) the books adolescents read.

This skillful, enthusiastic teacher listens to the adolescents as they talk with their classmates about what they have read. His remarks to the class are stimulating—not derogatory, not a dogmatic evaluation. Instead of saying, “That was a fairly good report, John” and going on to Sue for the next report, the teacher encourages the class to think about what John has reported. If he reported on Sholem Asch’s *East River*, the teacher might ask the class, “Do you think Mr. Asch points the way to a successful solution to the problem of mixed marriages?” That one book report could furnish reading, writing, listening, speaking, learning, planning, doing, and evaluating for a profitable semester.

In our democracy, it is more important to understand different religions, to understand democracy’s attitude toward religious freedom, to understand why people have different religions, and to understand the function of religion in a person’s life than to learn six rules for the use of a comma or to memorize “To a Waterfowl.”

WHAT TO DO FOR THE SLOW READER

There is nothing so encouraging to a slow learner as an expression of the genuine joy that the teacher feels when the pupil’s comprehension has moved from 20 to 25 per cent. That slow learner needs to feel success. We can, and should, give it to him as often as he earns it.

Sometimes in our English classes there are pupils who are not reading and never have read. Having such children in classes should be a challenge to the teacher of English. We admit our inadequacy when we ask, “What in the world was that child taught in the grades?”

We admit our inadequacy when we create scenes in faculty meetings and in the principal’s office. We admit our inadequacy when we “demand” that such pupils be removed from our classes. It is probably human to wish to eliminate problems from our classes, but sometimes a patient teacher is wonderfully rewarded.

Grouping the slow learners into special sections is not a good practice. No name or any clever system of grouping is successful in disguising from the pupils the categories into which they have been placed. Pupils do not learn better when they associate only with people who are of the

same mental caliber. They learn from those who are brighter or more experienced than they are. Given a chance to associate with such people the slow pupil can often learn by listening when he cannot learn by reading. All of us often set high levels of aspiration for ourselves and try harder to reach them if we associate with learned people in a pleasant environment where we are not forced to compete and where we feel that we are accepted as members of the group.

In groups containing people more brilliant—more capable—we may feel uncomfortable, out-of-place, and stupidly incapable. We don't feel that way if we know the group accepts us for what we are. If the group accepts the idea that "*no one is stupid in everything and everyone is stupid in something*," the nonreader or the slow learner will not feel rejection. Aloysius would know and accept the idea that he excels in reading, but is no star in basketball; just as Jane is no reader, but "oh, how she can cook." Moreover, adolescents often feel satisfaction in helping classmates who need help.

There are materials—interesting materials—that slow learners can read. Some teachers have the very slow learners write their own reading materials. Some slow learners dictate their stories or ideas to the teacher or to a classmate. The stories or ideas are written or typed, and the slow learner reads them to an audience. When the reading vocabulary comes from the speaking vocabulary, reading is not difficult for the slow learners. There are some slow learners who can contribute to the group's learning by providing materials used in the learning experience. As long as the materials are important and needed, the practice is sound. Teachers must beware, though, of creating the feeling that an adolescent is tolerated only because he can carve soap. We must be sure he feels that he is learning in the classroom.

Usually the materials on hand are the ones which must be used in teaching reading even to slow learners. If it is possible to buy materials, however, there are helpful books available.¹

Sometimes the slow learners need more time than teachers can afford to give. If our groups are arranged sociometrically and if we have developed leaders in those groups, the group or individuals in it can be

¹ See Bibliography, page 124.

come effective teachers. When the whole group is proud of Mamie's achievement in reading her first book "from cover to cover," the group has learned something about the privileges and responsibilities of a democracy.

We may find ideas for meeting individual and group needs in the following plan for effective recreational reading as one teacher conducts it:

PLAN FOR RECREATIONAL READING

CLASS OPENS

Set the scene:

Teacher reviews a book up to a point, exciting curiosity

or

Pupils who have read or are reading a book, tell about exciting incidents, interesting people, etc.

or

Pupils read from cover of new book, review from magazine or newspaper

or

Pupil, librarian, or teacher shows pupils books and makes brief comments about them. Pupils may use these books during class.

CLASS PROGRESSES

Students settle down to read books they have chosen.

First requirement:

a classroom library

or

free access to school library

or

encouragement to bring books from home and public library

Second requirement:

books on all reading levels

Third requirement:

initial acceptance of pupil on his own level, efforts by the teacher to raise level and broaden choice, and improve taste.

Fourth requirement:

some device for registering or recording to keep track of each pupil's reading. An individual folder, on the outside of which records are made by the pupil and in which writings are kept, works well.

BEFORE CLASS CLOSES

Individuals read aloud choice bits they have found

or

tell exciting events

or

describe people

or

tell why they do or do not like the book

or

conservation groups can be formed of those reading the same book, or the same type of book or different books.

How can the teacher use "Reading for Fun" periods to discover and meet *individual needs* and to make *home assignments* in the area of the language arts?

SUGGESTED TEACHER ACTIVITY DURING THE READING HOUR

CLASS OPENS	CLASS PROGRESSES	BEFORE CLASS CLOSES
<p><i>Pre-reading talking</i></p> <p>For a few pupils each week (different ones until all are checked), make note of</p> <p><i>speech needs:</i></p> <p>defects</p> <p>enunciation</p> <p>pronunciation</p> <p>voice tone and quality</p> <p><i>English needs:</i></p> <p>errors in word usage</p> <p>errors in grammar</p> <p>incompleteness of sentences</p> <p>mannerisms—use of “and”, “so”, “right”, “eh”, etc.</p> <p>After the reading period do corrective teaching—group for a common need</p> <p>Make home assignment for drill on common need</p> <p><i>At another time</i></p> <p>do corrective teaching of individuals or small groups</p> <p>make individual home assignments to drill and follow up that lesson</p>	<p><i>Reading</i></p> <p>Watch pupils to discover:</p> <p>lip movements</p> <p>finger following</p> <p>eye sweeps</p> <p>speed of getting to work</p> <p>page flipping</p> <p>non-readers</p> <p>Make note of individual needs.</p> <p>Work with an individual</p> <p>or</p> <p>Talk to an individual so as to help him make a more suitable choice</p> <p>or</p> <p>Call small group together at back of room for an oral reading lesson, diagnosis of comprehension needs, drill in word analysis, etc.</p> <p><i>After the reading period make home assignment</i></p> <p>set time limits for completion of book at home</p> <p>or</p> <p>set up what is to be done for “book report”—avoiding old-fashioned type and encouraging expression of reaction in art form, dramaties, pantomime, original writing, etc.</p>	<p><i>Post-reading talks</i></p> <p>Do any of the things suggested in the pre-reading column</p> <p>or</p> <p>Sit in with conversation group to lead, stimulate, encourage, note non-readers and non-participants for future individual conference with them</p> <p>Make <i>home assignment</i> as indicated in pre-reading column</p> <p>or</p> <p>Set up groups to prepare for dramatizations, panel discussion, to be given the following week.</p>

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Books Designed for Building Reading Skills:

Adventures of Canolles, The—Harr Wagner Publishing Company

Desert Treasure

Two books especially good for male retarded readers. Each has check lists for each chapter at end of book.

Flying the Printways—D. C. Heath

Following the Trails

Good for developmental work. Booklet of comprehension tests and key are separate.

Growth in Reading—Scott, Foresman

Paths and Pathfinders

Wonders and Workers

Books good for developmental reading. Books include questions and suggestions for additional reading.

Let's Read—Henry Holt

Series of reading texts for developmental and corrective work in junior and senior high school. Provides checks on comprehension, speed, and other skills. Provides for additional reading and class activities.

Reading Today—Three Books—Scribners

Developmental. Each story is followed by questions for discussion, objective exercises, and suggestions for further reading.

Workbook-type books:

Reading for Meaning—Grade 6-12—Lippincott

Short selections followed by exercises to test mastery of skills.

SRA Better Reading Book 2

Science Research Associates, 228 S. Wabash Avenue, Chicago 4, Illinois. Each of the 20 interesting selections contains 1,350 words and is followed by a test of 20 questions to check comprehension. Instructor's guide free.

Study Type of Reading Materials

Bureau of Publications, Teachers College, Columbia University, New York. 20 selections of 1,000 words each on reading, through which reader may build comprehension, speed, and other reading skills.

Think-and-Do Workbooks which accompany the texts:

More Adventures,

Following New Trails, and

Reaching Our Goals—Scott, Foresman—Good materials for slow learners. The reading materials are interesting.

Books to Help Adolescents with Their Problems

The Life Adjustment Booklets, Science Research Associates, 228 S. Wabash Avenue, Chicago 4, Illinois: *Choosing Your Career, Dating Days, Getting Along with Others, How to Live with Parents, Understanding Sex,* and others. Books from such lists as:

Reading Ladders for Human Understanding,

American Council on Education, Washington, D. C. (\$1.25)

(Continued on page 184)



SECTION E

LITERATURE

As good almost . . . kill a man as kill a good book. Who kills a man kills a reasonable creature . . . but he who destroys a good book kills reason itself.—John Milton.

Living in the world of literature can do for the pupils of today the same things that culture has always done for the development of people in the past. In literature, we live and experience with others the things which not only have affected others but also may affect us. We live life over and over again. We live with the solving of many problems, experience the tasks, and feel the heartaches of mankind. We feel the successes and failures of the people in the books we read. We learn to live by living, and, through literature, we can live active lives even after old age may have left us unable to leave wheelchairs or beds.

But if our pupils are to live in books, they must know about books. Pupils must develop a taste for reading and a desire to read for recreation and for aesthetic and utilitarian purposes. To want to read usually means to read. Pupils must be led into the kinds and types of literature that they may meet today and that they will meet in the after-school years. If we are to help pupils find "the right book at the right time," we need to know where books are and what the adolescents will find when they read the books. So we need to know book lists *and* the books.

A conscientious citizen in a democracy should read widely. He must recognize both the opportunities and the responsibilities of the school in teaching adolescents how to use literature toward the end of achieving effective, democratic citizenship. If the people are not well informed, a government by the people can make serious mistakes.

Through literature, we enlarge the vocabulary, develop the thinking, and further the ability to analyze ideas, as well as to compare and to contrast them. Literature throws light on the problems of the pupil and the problems of the day. Literature broadens and deepens interests as well as understandings. Literature sensitizes us to the complexities of human relations. Through literature, we can understand the feelings, thoughts, and behaviors of all kinds of people in all parts of the world. In a book like *Caddie Woodlawn*, the reader finds objectified the feelings, the thoughts, and the behavior of a growing girl in relation to her parents, one of whom gives her help in a problem connected with growing up.

Literature Develops Attitudes

Literature helps in the growth of work habits and skill in studying. It helps develop the student as a citizen, as a member of society, and as a well-adjusted person; it helps develop a philosophy of life; and it brings to the student significant information. Pupil judgment of the worth of literature (including books, magazines, and newspapers) develops tastes, ideas, attitudes, and behaviors on an ascending scale.

Aesthetic experiences, satisfactory emotional experiences, adventures in these and other times, exploration of the environment, and experiences in everyday living come from the pages of literature. In *Of Human Bondage*, readers are lame boys living in England. *Arrowsmith* makes doctors of its readers—doctors who find service to humanity more satisfying than large bank balances. In H. Rider Haggard's *King Solomon's Mines*, readers are in Africa looking for riches; in Means' *Shuttered Windows*, readers are young Negroes on an island off the coast of South Carolina deciding whether a life of service to those who need help will be more satisfying than a life centered around selfish personal desires. We understand that which we ourselves have experienced, but we can also understand and feel through the experience of others if we identify ourselves with others as we read.

Through the process of identification come some of the values of literature recognized as far back as Aristotle. By identifying herself with Katrin in *Mama's Bank Account*, a girl may find an understanding of, and a pride in, her parents' foreign background. By identifying himself with Homer in *The Human Comedy* a boy may realize the wealth of warm, human family relationships. A boy who is arrogant because of some special ability may, through reading *Johnny Tremain*, realize that acceptance by, and unselfish service to, one's fellows may bring a deeper satisfaction than the feeling of superiority. It is through this process of identifying themselves with the characters and the situations in literature that literature is built into the lives of people.

America as a Melting Pot

Pupils in the schools have roots in many cultures. Through books we can see the differences in these cultures, understand the roots, and help to merge the best from each into our common culture. Through books, we can understand and be proud of the contributions made by various cultures. Books like *The Friendly Persuasion*, *How Green Was My Valley*, *Maria Chapdelaine*, *Three Times I Bow*, and *America Is In the Heart*

may bring to adolescents some appreciation for the contributions to our culture from various religious, political, and ethnic groups.

Feeling the power of ideas and the power of language as well as knowing its beauty is important. To think, to say, to feel with the author and his characters should be a part of the experience. People, however, are different and classes are different. So we must find the right literature for the right people at the right time to realize the maximum value of a particular selection.

In short, from literature, pupils may secure help in so living today that life may be better tomorrow. We must put literature to work if we are to realize the dream of our founders—the dream about “life, liberty, and the pursuit of happiness.” We must put literature to work if we are to realize the dream of some present-day leaders—the dream of “One World.”

APPROACHES

There are many approaches to the study of literature. Among those commonly used are the analytical approach, the type approach, the chronological and literary history approach, the theme, the idea or subject approach, the personal and social needs approach, the problem approach, the language or literary quality approach, and the approach which combines two or more specialized approaches. Each is subject to an intensive or an extensive treatment.

It cannot be said that any one of these approaches offers the best or most effective means of meeting pupil needs. Each offers some advantages and carries some limitations. The experience, the problem, and the interest approaches, however, are becoming more widely used and more highly recommended.

Interests are interpreted as patterns of individual tension in striving for status and security. This powerful motivating force for teaching language skills is the basis for reports of the National Council of Teachers of English.¹

The Commission on the English Curriculum of the National Council of Teachers of English is committed to the proposition that instruction in the language arts (reading and literature, writing, speaking, and listening) finds its chief justification in the contribution which it makes to the all-round education of children, young people, and adults. For this reason the Commission defines the objectives of English instruction in terms of the major purposes of education; namely, (1) the cultivation of wholesome personal living, (2) the development of social sensitivity and the effective participation in group life, and (3)

¹ *An Outline of the Desirable Outcomes and Experiences in the Language Arts which will be Illustrated in the Curriculum Study of the National Council of Teachers of English, Communication No. 7, Chicago, Illinois, National Council of Teachers of English, 1950.*

preparation for vocational competence. The Commission believes that English instruction can make a unique contribution to these general aims and should be directed toward these ends.

In study by types, works of literature must be read, considered, discussed. It may be important to notice how writers are associated with periods in literature, but this approach too often limits itself to the writers, their contemporaries, and the characteristics of their writings without even arriving at the reading of the works themselves. Also themes, ideas, ideals, and problems may be so much the center of class work that they will be used without a reading of the literature and without finding in literature the materials of life which make the theme or the problem. The type, literary history, chronology, or theme must not be the object of the study.

Many teachers are using a psychological approach to literature. They are aware of basic human needs—of individual differences—of human growth and development—of guidance—of the process of learning. They know that what a reader brings to a book determines what he takes from it. Since the pattern of what each reader brings to a book differs from the patterns of all other readers—since reading is a human process—no teacher prescribes books without consideration of the individual.

Teachers who are aware of human growth know that the interests of adolescents differ from those of children or of adults. Junior high school teachers know that while the romantic love theme in *Evangeline* or *The Lady of the Lake* may appeal to girls, these selections may be extremely boring to the boys. Forcing boys to read about romantic love when their interest centers on adventurous action is a quick way of developing negative attitudes toward literature, classes, and school.

By studying a reader's interests, a teacher can find literature that will help adolescents solve problems and meet needs. Through her interest in actresses, Alice was led to read Charlotte Greenwood's autobiography. Through reading how Charlotte solved the problem of accepting her height, Alice came to accept her physical appearance—a developmental task for adolescents. Through his interest in athletics, Jim was led into reading *All-American*. His subsequent efforts to become a better member of the team were obvious to the coach and to his English teacher.

A variety and a combination of approaches may be found most effective. Each approach will become boring if used over an extended time, and pupils may have a limited vision in respect to literary material.

No good has come from the paraphrasing, counting of figures of speech, memorizing, or page-by-page microscopic examination and test-tube

analysis of literary writings. Something more effective and more alive is needed if our pupils are to realize the values literature has to offer.

It is desirable that pupils know the difference between a poem and a novel, between a letter and a short story, and it is desirable that pupils know the general characteristics which cause writing to fall into one of the type classes. It is also desirable that some writings be associated with times and places. Although there is a place for chronology, a place for knowledge about authors, and a place for much background material, this place is not so important that literature itself may be overshadowed or supplanted. Reading the selection may bring about a desire to know about authors, types, etc., and that is the time to find the answers. These facts need not be made the center of activity. They come incidentally. Real life is on the printed page itself.

Beauty of expression is far from being the only aspect which merits attention in literature. Whether the approach be through a theme or any other type of organization, such things as honesty, purity, beauty, ideals, character, good citizenship, democracy, personal achievement, love of peace, success, opportunities of occupations, friends, environment, family life, and spiritual values, may certainly be made centers of careful observation and potent factors in young lives.

Whether we utilize the principle that anything printed is literature, or whether we believe that only time-hallowed writings constitute literature, we can approach any writing in terms of its value. "What does the reading of this material do for me?" may well be the evaluative thought of every reader. We can teach the readers to look for positives as well as for negatives.

We also do not need to champion intensive versus extensive reading. We read both ways when we use literature for a purpose other than covering English or American literature. An intensive study of Al Capp's *L'il Abner* may yield more value to a reader than an extensive study of comics in general. An intensive study of Joseph Auslander's "Steel" may yield more than an extensive study of poetry. But why exclude the possibility of values from *L'il Abner* and many comics—"Steel" and many poems? Take the pupil from where he is. Let him hear where other pupils are. Individualized reading and group work are the means of bringing intensive and extensive study of literature into the English classrooms.

SELECTION OF READING MATERIALS

It is probably good for English teachers to know that in a recent survey (conducted by Columbia University Press) of opinions from hundreds of adult editors, writers, booksellers, librarians, literary critics, and amateurs on the ten dullest books in English literature, every classic in English literature was named at least once. Seventeen of Shakespeare's plays were named; of these plays *As You Like It* was most frequently named. Generally, the selections named were long, moralizing, and gloomy.

If adult literary people classify such books as dull, what would a football player or a Hollywood-hopeful think of them? We may be enthusiastic about them; we may have some pupils who like them and others who may be frustrated by them. So let us entertain a healthy skepticism about forcing any one selection on all of our pupils.

Selection of materials for reading should be made with full consideration for the ability, the maturity, the interests, the purpose, the reading readiness, and the needs of members of the class. This is relatively simple when the selection of material is individualized, for such material must fit the stated specifications of one person only—his needs, his reading readiness, his maturity, his ability, his special needs, possibly such needs as meeting his own problems or living with them by self-identification, finding his vocational problems in books, or in meeting guidance needs.

A large number of books will be needed because the interests will be so varied. Traditional lists must be examined before they are taken for granted. Books which meet real needs should be provided.

Reading material for study by the entire class presents greater selection problems. Even though the criteria are the same, it follows that a larger number of readers will limit the material which can at once meet the needs, interests, and abilities of all members of the class. No pupil should be left far outside the circle. "Traditional lists," "required books," and many school stock rooms may give little help in providing books for study by the entire class. These have often been developed with respect for tradition rather than with a consideration of interests and needs as they exist. It is plain that when a reading selection must fall within the complex limits of the members of a large class, there will be found a limited number of suitable writings, but there are enough, and they should be provided. Not many books will be needed for study by the entire class at one time. It is good to have copies for each member of the class when poems are read chorically and when plays are read aloud.

This is probably the time to point out that most poetry and most plays should be heard.

Through listening to lines like

“For the moon never beams
Without bringing me dreams
Of the beautiful Annabelle Lee.”

—Edgar Allan Poe

and

“One’s-self I sing, a simple separate person,
Yet utter the word Democratic, the word En-Masse.”

—Walt Whitman

the ear is pleased. There is sheer delight in the music—in the rhythm—in the craftsmanship—of those lines.

The aesthetic may also accompany the psychological value of these lines spoken by Victor in Maxwell Anderson’s *Key Largo*:

Yes, but if I die
then I’ll know men will never give in;
then I’ll know there’s something in the race
of men, because even I had it, that hates injustice
more than it wants to live.—Because even I had it—
and I’m no hero.—And that means the Hitlers
and the Mussolinis always lose in the end—
force loses in the long run, and the spirit wins,
whatever spirit is. Anyway it’s the thing
that says it’s better to sit here with the moon
and hold them off while I can . . .

I have to believe
there’s something in the world that isn’t evil—
I have to believe there’s something in the world
that would rather die than accept injustice—something
positive for good—that can’t be killed—
or I’ll die inside.

Selecting Books

Books selected must be good books, not only in the opinion of the teacher, but also in the opinion of the pupil. Teachers should consider pupil preference as well as tradition. Successful teaching builds on present preferences in creating higher levels of appreciation.

The teacher and the pupil should confer frequently about reading and individual reading lists rather than meeting the will or fixed opinion

of the teacher. A teacher may influence or guide pupils' judgments, but never dictate.

Selections should include readings about the problems and the lives of adolescents. A wide variety of subjects as well as a wide variety of types should be available. There should be experience with old and new writings, with books, newspapers, and magazines. There should be experience with poetry, with drama, with fiction, and with nonfiction. American writings should have a prominent, but certainly not the only place in the program. Since the whole world has contributed to the development of mankind and the development of American life, the broad literary offerings of the whole world should provide an important part of student experience.

Many books have been rewritten and simplified. These adapted books can be used to bring many valuable and interesting works to pupils who cannot satisfactorily read the originals. Budgets stretch further and many more reading materials are provided through the judicious inclusion of paper-bound books, which are becoming available in great numbers.

It must be said that teachers will need to read books as well as to understand pupils so that guidance will be in the light of a real knowledge of both pupil and book.

Book Lists

The following book lists will be of help to teachers in selecting books for themselves and for their pupils:

Reading Ladders for Human Relations, American Council on Education, 744 Jackson Place, Washington, D. C., \$1.25.

Books for You (a High-School Reading List), The National Council of Teachers of English, 211 West Sixty-eighth Street, Chicago 21, Illinois.

Poetry

Poetry has more values than merely the aesthetic. It is especially good for sensitizing adolescents to the feelings of others. Poetry is, after all, the expression of the emotions, just as prose is the expression of the intellect. Through a reading of Joseph Auslander's "Steel," adolescents can understand the feelings of an immigrant worker. Edwin Arlington Robinson's "Richard Cory" may stimulate thinking about sound values of life, Vachel Lindsay's "Congo" awakens sympathy for the oppressed. Carl Sandburg's "The People, Yes" can sensitize listeners to the greatness and the weakness of people.

Adolescents may laugh with Holmes' "Ballad of the Oysterman" and Daly's "Mia Carlotta." Burns' "A Man's a Man for A' That" may awaken a feeling for *One World*. Kipling and Masfield, for boys; Tennyson and Brooke, for girls—but let girls hear Kipling and let boys hear Tennyson.

A teacher's joy in teaching poetry for appreciation is found in the following narrative:

AN EXPERIENCE IN POETRY TEACHING

If the English teacher should make the mistake of saying, "Now, boys and girls, our next unit deals with the study of poetry," she would hear a smothered groan en masse or observe scornful looks, depending on the type of discipline she has in the classroom. And such a response is probable because somewhere in their school experiences the pupils have acquired a dislike for poetry.

The teacher here, then, begins with two strikes against her. First, she must change this viewpoint of the pupil before she can hope for the second thing, an enthusiastic response to poetry. If reasons are asked for this poetry antipathy, the pupil says, "It's hard to read," "You can't tell what the poet means," "It's just a lot of words," etc. So, knowing all this, my type of procedure was not even to mention poetry study. Instead, the first morning we were to have poetry, I told the class this story—a true story in my own community:

"Before the days of many autos and easy transportation, tradesmen often went by wagon into the country districts to sell their goods. So this community had a groceryman who drove out from town one day a week; the butcher drove his route every Friday, and it was the delight of all the children to hear him blow his horn to announce his arrival. To the youngest child in a family he would give a wiener. (They weren't called "hot-dogs" in those days).

"One little boy who was especially fond of this treat inquired of his elder brother the source of the wiener and was jokingly told that wieners grew on trees. All that was necessary to have a wiener tree was to plant the end of the wiener. This the little boy hastened to do and dreamed of his crop that he would share with all his playmates. The older brother mischievously had planted a sunflower seed beside the wiener end. The happiness of the little boy was complete when he saw the sunflower growing, believing it was his wiener tree."

With this story as an introduction, I read "Moon Folly,"¹ in the poetry anthology *Rainbow Gold*. Conn the Fool plans to climb the fir tree to get the moon that is stuck there and to plant the seeds of the moon so that there will be plenty of this heavenly body for everyone.

¹ From "The Songs of Conn the Fool," by Fannie Stearns Davis.

The pupils are delighted with the story *and* the poem.

My next poem is T. A. Daly's "My Besta Friend," or "Mia Carlotta" by the same author. I spare no trouble in preparing to read these in dialect with appropriate gestures, and the pupils are enthusiastic.

Up to this point there hasn't been a word said about *studying* poetry. But here I try to explain why each poet writes as he does. Then I bring in one of John Masefield's poems of the sea, showing how he uses certain words to give sound effects (onomatopoeia) of water splashing, or the tempo to suggest the breaking of the waves. A black-board illustration of the roll of the rhythm like a cross section of the roll of sea waves helps to give the visual impression. We discuss what other words would give similar effects; which would create similar emotional responses in the reader; whether the accent in the lines adds to the impression—how and why? We compare other sea poems for similarities. We make a comparative study in this connection with sea pictures to determine if any seem to fit the mood of the poems. No hating of poetry so far! Perhaps because there is no actual dissecting or apparent poetic analysis with its deadening weight, but rather a new experience in sharing poetic feelings.

Since this unit was being undertaken in the fall of the year, on the following morning, the beginning of a lovely autumn day, I announced that we were all going outdoors to see the beauty of the colors in the changing leaves of the trees. For ten minutes, in almost absolute silence they studied what was before them, knowing that they would then return to the classroom and write, in poetry, their impressions. In the twenty-five minutes that followed they were using everything they had been learning and some of the results from this class of eleventh grade pupils appear below.

They had learned not only that poetry differed from prose in that it expresses one's feelings and emotions rather than thoughts, but also that poetry is fun!

CHANGING SCENES

Trees of scarlet and of gold,
Others stand there bare and bold,
Waiting, waiting for the cold.

Leaves are falling on the ground;
Some are softly colored brown;
Floating, floating gently down.

Wildlife hiding in the grass,
Then it comes, old winter's blast
Blowing, blowing white at last.

—James Haudenshield

AUTUMN'S TOUCH

As I looked into the valley
Where the once green trees now stand,
I see that faithful Autumn
Has brightened up our land.

She's painted the leaves all colors
Of red, and brown, and gold;
Making the trees and meadows
A beautiful sight to behold.

When I think of cold, cold winter,
Stretching her long icy hand,
I'm thankful that beautiful Autumn
Has glorified our land.

—Jane Locklin

NATURE

I looked into a wooded hollow,
And much to my surprise
I saw an old oak, bright and yellow,
And a bird with shiny eyes.

This oak was aged, huge and bright,
And the hollow older yet.
This bird was singing songs of night
As the sun began to set.

The creek that followed this hollow through
Rippled like a brook
There were other trees and a sky so blue,
Along the path I took.

In days to come the tree will grow,
The bird will sing its song,
The stream will flow, the flowers blow,
All right where they belong.

—William Perry

GRADE ORGANIZATION

Needs and abilities vary so much with individual pupils that grade groupings must not replace provisions for individual needs. It will not be said here that *Silas Marner* should be read in the eighth grade instead of in the ninth. It will not be said that *Silas Marner* or any other particular book must be read at all. It will not be suggested that the work of the eleventh grade shall be American literature or that American literature should be placed in the grade where it might be closely correlated with American history. However important such determinations may be regarded, no such prescription will be given.

The maturity of the students, their reading readiness, reading skill, intellectual or social development, the materials available or attainable, and the nature of the school organization will dictate these choices.

In newer types of school organization, the objectives of the school, its philosophy, the special needs of its pupils as they are determined will help set the specific objectives for reading literature. Keeping the group and its individuals in mind is a necessity. Traditional lists with their rigid grade placements need to be examined critically in the light of the indicated needs of the pupils. Pupil selections may be influenced by teacher judgment so that worth-while writings may be included at the right time and worthless writings may be excluded.

It will not be necessary to lower the standards in literature. Good writings, by good writers from all lands and all times, should make up much of the school reading, but only that part of these writings which can, at the time, be understood and accepted by pupils should be used. Let these treat of ideas within the sphere of pupil life and experience. Growing lives and expanding experiences open such broad fields of reading that there need be nothing static about reading lists or classroom procedure.

In any form of classroom organization, the same outlook, the same specific aims, should indicate grade placement. *The study of pupils and their needs comes first.* Selections, books, activities, and classroom procedures can then be organized around these needs and designed to fit these pupils. The copying of printed lists and prepared grade outlines is to be avoided if the traditional prescription is to be supplanted by something more alive and more effective.

All good things cannot be accomplished in one course. Yet much may have been read and enjoyed by the members of a class; and however exhaustive may be the use of the libraries, there will remain, at the end, a great store of treasure for youth to explore in a mature way with the maturing years, motivated by a real and living interest carried over from days in school—days of association with teachers who had an infectious enthusiasm and love for literary treasure.

EVALUATION

Many teachers plan with their pupils at the beginning of a semester, how the group can best record what each member has read and why such records are necessary.

Some groups decide to keep a record on folders—some in notebooks—some on 3" x 5" cards which contain only the pupil's name, title of book or selection, author, date of report, and a simple statement indicating what the reading of the selection did for the pupil. These cards are then filed by the class secretary. Periodically, pupils can report on the quantity and quality of materials the group and individuals in the group are reading. The emphasis is consistently on the values derived from the reading.

Evaluation of results in the study of literature should be considered from two points of view. In the first place, it must be determined whether the objectives of the study of literature have been reached. In the second place, it is equally important that the teacher learn whether the objectives, procedures, and organization of the course (or unit) have been valid, adequate, and effective.

*The first of these evaluations is usually made by observation, by teacher-made or pupil-made tests, or by standardized tests.*¹ These tools should be supplemented or designed to include a search for attainments of the more general, less tangible but none the less important objectives related to growth, reading habits, attitudes, interests, activities, applications to life, and general appreciation. This search may not always take the form of formal testing; in fact, it may be difficult to rely on formal tests to check on the important personal or even group values, but such determinations are vital and their indications will denote the real measures of success.

The second point of view involves a comparison of our work with that of national and state groups and with the philosophy of our school. Included in Chapter IV, "Evaluation," are suggested means for cooperative

¹ See *Evaluation*, Chapter IV, page 221.

teacher-pupil evaluation of the selections, the organization, the procedures, and the achievement. By keeping a record of such evaluations, the teacher may compare results with those of future classes and thus continue to grow in his ability to teach.

Pupils should be encouraged to keep records of their individual readings so that each may see and know his own growth. Never should "book report" requirements or forms get in the way of a pupil's realization of literary values. We should encourage pupils to talk about what they have read; let them write about what they have read if they wish. When we insist on long written book reports or formal oral book reports, we are often encouraging copying and lying and are discouraging reading and thinking. The ultimate evaluation is determined by the behavior of the pupil as a result of his experience with literature.

SUMMARY

1. Through literature adolescents may (1) build an understanding of themselves and others; (2) become sensitive to human needs, aspirations, feelings, and experiences; (3) acquire a form of recreation that can be used during a lifetime of health or illness; (4) build a philosophy that will influence everyday behavior.
2. More specific practices are suggested in Chapter III, Scope and Sequence. In these practices the sections of Chapter II—A. Listening and Observing, B. Speaking, C. Writing, D. Reading, and E. Literature—are integrated in meaningful learning experiences at the various grade levels.

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CHAPTER III

SCOPE AND SEQUENCE

True teaching does not give knowledge, but stimulates pupils to gain it.

—Abraham Lincoln

INTRODUCTION

After a consideration of our objectives and of the means of realizing these objectives, we need to consider what would be best to teach and when to teach it. On this problem only general suggestions can be made. The backgrounds and language needs of pupils in one city differ from those in another. The pattern of language development differs widely even among the members of any one class. There can be no definite, universal formula, no valid answer that will meet each particular situation. Diagnosis should precede planning and teaching.

Making choices, taking action, and evaluating results are the opportunities of a democracy. Human freedom is a means for self-development. Democracy needs and requires teachers of ambition, initiative, and energy. It encourages differences. You, the teacher, can best choose WHEN to teach WHAT to WHOM.

Help in the solution of this problem may be found in broadening the range of thinking, rather than in routine procedures. Improvement in the teaching of the language skills should be based upon research and reports of successful practice. Research findings and reports from Pennsylvania teachers are considered in this bulletin. These emphasize several general principles. A creative synthesis of them is needed to develop the scope and sequence of a vital and functional curriculum in the language skills.

1. *Knowledge is taught best in all secondary school subjects when it is focused on the development of the pupil as an individual.* The pupil's concerns and efforts toward self-improvement, his aspirations for more meaningful living, are closely related to his instinctive needs for survival and for status. What reading does for John and Mary is the measure of what John and Mary do with reading.

2. *Knowledge and culture are taught best through use and practice in personal and social action.* What kind of person a youth becomes is as important as what he knows; what he learns is conditioned and motivated by the kind of person he becomes. Thus good teaching is related to the over-all purposes of American education and to the knowledge of how pupils learn.

3. *The facts of usage, punctuation, capitalization, composition, and communication are taught best as adolescents need the facts.* These facts will be most readily learned when through actual use the pupils recognize their need for improvement in communication skills. The behaviors of communication (speaking, listening, writing, and reading) are taught best as they are needed for learning and living.

4. *Suggestions developed in this bulletin for teaching the language skills are in terms of desirable personal and social behaviors—thinking, feeling, and acting—and how these behaviors may be taught and realized through practice in meaningful use.* This places in operation a powerful factor in learning.

5. *Minimum essentials in spelling, grammar, punctuation, and composition depend upon the nature and needs of each pupil.* Standards should be set in relation to the nature of the learner. The goals for developing maximum individual power in self-expression and capacity for appreciation and performance are individual goals. These imply desirable changes in individual behavior that are measured both by tests and by techniques of observation that are understood, accepted, and seen as relevant by both the teacher and the learner. Evaluation should be in terms of individual pupil progress.

6. *A good learning situation has several levels.* Planning should permit the learner to:

- a. Follow his own goals and purposes
- b. Re-orient his purposes
- c. View and seek new horizons which are essential for his development

7. *Topics are suggested in this chapter for specified grade levels or for another grade to which the topics may be better suited in a particular school.* No order of topic sequence is recommended within a particular year, but rather the use of a topic is recommended at a time which is best suited to group concerns and needs.

8. *Time and space prohibit expanding each topic.* Neither topics nor expansions are exhaustive. Several are developed for illustrative purposes. Suggestions and preplanning have a definite place, but the real curriculum develops after pupils come to the classroom. Your pupils

and you will accept or reject, omit or add, as your interests, needs, problems, and resources dictate. Many suggestions for enrichment were made in Chapter II.

9. *Many of the topics, or units which develop from them, might be initiated and then carried on intermittently.* Example: The poetry activity described in Chapter II might be begun in October and continued throughout the year.

10. *Cooperative pupil-teacher planning is in the American tradition.* Democracy develops people—not by making decisions for them, but by permitting them to share in decisions and in experiences by which they can learn inductively. Real and living learning experiences depend upon far more than mechanical planning and operation. Yet sound pre-planning and guidance are needed to provide valid learning activities that are directed toward worthy goals. These should include the formal and remedial work for which teacher and pupil evaluation reveals a need. The following are suggested as desirable steps to include in the use of any of the topics:

- a. Develop, with the group, problems about which pupils wish to learn and which are important to them.
- b. Develop cooperatively what may be done to find answers to the questions with which topics or problems are concerned.
- c. With the help of pupils, informed members of the community, other faculty members, or the librarian, find sources of information and available materials. Organize individual or committee inductive work to use these personal or material resources.
- d. Evaluate constructively and cooperatively at intervals during the unit, and re-examine the worth of the unit in terms of the specific purposes of the unit. (See Chapter IV, "Evaluation.")
- e. Do formal teaching, drill, or remedial work for the class or for groups or for individuals where evaluation reveals a need. The techniques of such teaching are familiar to all English teachers. They are found in all treatises on effective methods of teaching English. Hence, they are not included in this bulletin on curriculum improvement.

SECTION A

SEVENTH GRADE

Suggested Topics:

Our School¹—An Orientation Unit
Our Classmates
Our Community
Our Interests
 (Animals, Airplanes, Sports, etc.)
Legend and Lore
Stories in Verse
Up-to-the-Minute News from Magazines, Newspapers,
 Radio, and Television
Real and Vicarious Adventure
Motion Pictures to Enjoy
Planning Our Reading Ladders
Learning from Motion Pictures, Radio, Television, Newspapers,
 Magazines, Parents, Friends, Experience, and Experiments

Suggested Units:

UNIT I: Our School

Illustrative Units Developed in Pennsylvania Schools

UNIT II: Something Better Than the Comics

UNIT III: Our New School

UNIT IV: What Can I Do With My Leisure Time?

UNIT I

OUR SCHOOL

AN ORIENTATION UNIT

Overview

By teacher and planning with pupils

Objectives: To develop skill in communication through becoming acquainted with our school and finding my opportunities in it

1. To become acquainted with the school and its opportunities
2. To understand and to accept my responsibility as a school citizen
3. To become increasingly self-reliant in my school relations

Suggested Activities:

1. Have a "buzz session" with a classmate. Learn one or two facts about him

¹An orientation unit similar to the orientation unit at the start of the seventh grade in the Social Studies Course of Study (page 65) invites cooperative activities between teachers on this unit.

2. Introduce a classmate to the teacher and to other members of the group
3. Make a plan for effective study
4. Plan cooperatively what should be learned about the school
5. Make a trip around the school
6. Make a plan of the school as a result of observation on the trip
7. Make an outline of a talk which might be given to a new pupil or visitor to acquaint the person with the school. This should actually be used when new pupils or visitors come to school
8. Learn to pronounce and to spell words used—preferably *after* experience involves the words
9. Make a group plan for becoming acquainted with the school population. Decide what ought to be known about the school staff as related to the pupils
10. Check out books and supplies to classmates
11. Form committees to gather information
12. Learn social amenities and skills for:
 - a. Making appointments for interviews
 - b. Introducing oneself and associates
 - c. Holding an interview
 - d. Leavetaking
 - e. Taking notes during an interview
 - f. Promptness in keeping interview appointment
 - g. Courtesy to person being interviewed
 - h. Neatness in appearance
13. Make an oral report to the class about school personnel and their relationships with pupils
14. Invite to class school staff members or upper classmen to discuss (1) ownership (2) responsibility for property (3) relationships
15. Write the information acquired from interviews and class visitors in a form suitable for a handbook to be used to acquaint new pupils with the school
16. Write a news article for the school paper acquainting the school with new personnel and regulations within the school
17. Select and invite into class, student leaders of the school organizations to explain purposes of the student activities within the school and seventh graders' relation to them. Have pupils confer with the speakers about purpose of the talk
18. Make pictures, maps, and diagrams of the school. Collect or take photographs. Include them in a handbook, or post them on the room bulletin boards
19. Hold class discussions to determine how pupils can identify themselves with, and contribute to, **school organizations**

20. Investigate regulations, traditions, and customs of the school
21. Through a panel or symposium summarize regulations and customs
22. Hold "town meeting" discussion, to consider how seventh graders might contribute to school life
23. Write what a seventh-grade pupil can do for his school
24. Make plans for a town meeting for a future date to discuss how members of the class are fulfilling responsibilities of school citizenship
 - Plan agenda
 - Publicize
25. Write radio scripts
26. Other activities suggested by pupils

Suggested Materials

1. The school itself
2. Words associated with the school or used in this unit, such as: cafeteria, auditorium, principal, library, teachers' names, September, schedule, pupils' names
3. Names and duties of school personnel
4. Textbook information on note-taking, letter-writing, memo-writing, writing of minutes, invitations, thank-you notes, and outlining
5. Information on social conduct and courtesy
6. School publications, forms, regulations, or any other printed material which is available
7. List of student organizations and their officers
8. Charts, maps, and blueprints of the school and the neighborhood
9. Opaque projectors, slides, and pictures

Evaluation (See Chapter IV, "Evaluation")

(The evaluation of this unit will be largely from observation and in terms of growth over an extended period of time. It should be a cooperative pupil-teacher undertaking.)

1. Do pupils go about the school happily and with confidence?
2. Do pupils know locations and personnel?
3. Do pupils respect school property?
4. Do pupils assume responsibility commensurate with their ages in day-to-day specific school situations? (Keep lockers clean, get to school promptly, etc.)
5. Do pupils use the library for obtaining books for reading and for finding needed information?

6. Do pupils use accurately in writing and speaking words which have been experienced in this unit?
7. Is there good feeling between pupils and school personnel?
8. Do pupils listen and share willingly with others information and ideas?
9. Do pupils value their school and its offerings and make use of them?
10. Does each pupil feel that he is a part of the school?
11. Has each pupil developed appropriate skills in reading, writing, speaking, and listening through his participation in studying this unit? If not, what formal direct teaching is needed?

Illustrative Units Developed in Pennsylvania Schools

UNIT II

SOMETHING BETTER THAN THE COMICS¹

Orientation

By teacher and planning with pupils

Facts about comics—

1. 20,000,000 comics are bought each year
2. 70 per cent are bought by children
3. Many readers in Roosevelt Junior High School are not beyond the comics stage in reading

Objectives

1. Teacher

- a. To develop reading interests beyond the comics
- b. To use the comics as a clue to individual reading interests
- c. To offer better reading that satisfies these same interests
- d. To help individuals work out personal reading lists
- e. To analyze in round table discussion the humor in the comics
- f. To make a composite list of books entitled "A Good Antidote for the Comics"

2. Pupils

To be developed by pupil-teacher planning

- a.
- b.
- c.
- d.

¹ Theodore Roosevelt Junior High School, Williamsport

Materials

1. Reports by Child Study Association
2. Reports by Cincinnati Committee on Evaluation of Comic Books
3. Hunter College Study of the Comics
4. Book Committee of the Child Study Association
5. Comics brought by pupils
6. Classic Comics, Gilbertson Co., Inc., Dept. St.-3, 826 Broadway, New York, N. Y.

Activities

1. Arrange a display of good and poor comic books
2. Panel discussion using questions as guides
3. Development of critical thinking
4. Write an article for a local paper on outcomes of this unit of study
5. Draw a good cartoon strip which could be linoleum blocked for the school paper
6. Browse in the library; add to the list entitled "A Good Antidote for the Comics"
7. Add at least ten new words to your vocabulary
8. Listen to the discussion

Culminating Activities

1. Issue a composite book list
2. Conduct a survey. Which do you prefer and why—books? comics? movies? or radio?
3. Discussion (a panel of five selected or volunteer pupils from the class might introduce the discussion)
 - a. Discuss the comics from the viewpoint of readership.
For what grade placement are the comics intended?
Are the comic book readers far below the standards of their age-group in reading ability? In judgment? In reasoning?
 - b. What are the patterns of the comic book stories?

Drama	Crime
Romance	Murder
Joys	Stealing
Sorrows	Prejudice
Hatreds	
 - c. What do you think of Munro Leaf's "Sam and Superdroop"?
How does this book expose some of the fantastic comic book patterns to the young reader?
 - d. What subjects make up most of the comics?
 - (1) List the names of all the comic books frequently read by pupils who are in the class today.

- (2) How would you rate these books—good, fair, or poor? Give reasons.
- e. What type of characters do you find most frequently portrayed in the comics?
- f. What is the usual nature of the stories in the comic books?
- g. Who draws or writes the comics?
- h. What does the reading of the comics add to the broadening of your experiences?
- i. How do you account for the comic book craze?
- j. What is the content classification of the comics? The Child Study Association found the following:
- | | |
|-------------------------|----------------------|
| (1) Adventure | (7) Biography |
| (2) Fantastic adventure | (8) Jungle adventure |
| (3) War | (9) Animal cartoon |
| (4) Crime | (10) Love interest |
| (5) Detective stories | (11) Retold classics |
| (6) Real stories | |
- k. What do you think, could be parents' objections to the comics? The Child Study Association found:
- (1) They are not aesthetically appealing.
 - (2) They are poorly printed and detrimental to the eyesight.
 - (3) They lack any literary quality.
 - (4) They are usually full of violence.
 - (5) There is a tendency to undermine American folkways.
 - (6) Portrayal of criminal acts or violations of moral code.
 - (7) Over-realistic portrayal of the villain's death.
 - (8) Picturing of the grotesque, fantastic, unnatural creatures
 - (9) Hinting of imminent death.
- l. How about the subject matter content?
How is it suitable or unsuitable for the young reader who is forming impressions of his environment?
- m. Discuss the vocabulary of the comics.
- n. Discuss the aesthetic appeal of the comics.
- o. Prove that the people whom you meet on the comic page seem real or unreal.
- p. Prove that the author of your favorite comic strip really understands human nature.
- q. Aren't there some good comics?
- a. Unobjectionable Comics as listed by Cincinnati Committee on Evaluation are:
- (1) Classics Comics
 - (2) Action Comics
 - (3) Archie Comics

- (4) Funny Animals
- (5) Our Gang
- (6) Superman
- (7) Walt Disney's Comics and Stories
- b. Probably chosen, because of:
 - (1) Good art work
 - (2) Printing and color acceptable
 - (3) Written in good diction
 - (4) Over-all pleasing effect
 - (5) No situations contrary to good morals
 - (6) Wholesome characters
- r. The Child Study Association also emphasized that children who read comic books also read other types of books as well and that the reading of the comic is just a brief phase in the mental development of boys and girls. What do you think?
- s. Why should the average boy or girl be dissuaded from making the comics his chief form of reading?
- t. Why would an unbalanced diet of comic books be dangerous?
- u. Is it possible to make the reading of the comics a stepping stone to the realms of good literature—the literature that is the necessary and rightful heritage of each one of you? How can this be done? What suggestions would you offer?
- v. All right, we realize what is wrong, but what antidote can we offer? How about taking the classification offered by the Child Study Association and finding books which offer the same content?

Evaluation of the unit by pupils

- 1.
- 2.
- 3.
- 4.

UNIT III

OUR NEW SCHOOL¹

Introduction

Looking into the future is something like gazing into a crystal ball. There is usually a certain amount of guessing. This is how we felt when we began to think about a specific title for our project under the theme of "Bethlehem's Future."

Someone said, "What about our new school? Wouldn't that have something to do with Bethlehem's future?"

"Wasn't there an election recently," said another, "which had something to do with voting on a bond for a new school?"

¹ Bethlehem Public Schools.

"There was a good deal in our newspaper about the need of more room for junior high school pupils on the North Side," remarked another pupil.

"How about that pamphlet which we all took home to help explain this need more clearly to our parents?" ventured a fourth.

So, we could take "Our New School" as our project.

Getting Underway

How did schools get started? What did schools in early days look like? Who helped to make our schools better? Why do we have a junior high school?

We distributed these questions to groups that had already elected their chairmen, and the search for material began. Discarded newspapers suddenly took on new importance. Encyclopedias were in demand. Information cropped up in the most unexpected places and from the most unexpected pupils.

After the project was completed, it was reported on orally. In this way each pupil not only heard the entire project, but also saw his contribution in relation to the whole project.

A list of words chosen from the project became a study for spelling and meaning.

Overview: Teacher and pupil planning

The successful outcome of an important community issue in the November, 1949, election was the basis for the choice of our topic in the communication arts project for this year, "Bethlehem's Future." The citizens of Bethlehem gave their generous support to a \$2,100,000 bond issue for the erection of a much-needed junior high school in the north section of our city. This issue in which most pupils participated in some degree was still a live one when we made our choice "Our New School."

Newspaper material and other literature as well as remarks of speakers were soon to be sources for our project. But the pupils did not stop here. Other ideas began appearing and additional source material had to be found.

Learning Activities

1. Our first step was to ask the pupils to submit questions on what they would like to know about "Our New School." There was to be no limit to the number of questions each pupil could ask. This started the search for material in order to find the answers.

2. Such questions arose as: (a) How did schools get started? (b) What did schools look like in the early days? (c) Who helped to make

our schools better? (d) What is the purpose of a junior high school? To find the answers our search led us to other reference material.

3. We divided into small groups each with a responsible leader or chairman who helped the group in whatever way it needed. After the usual reading period, writing began. On completion each chairman turned the material over to the adviser. After some editing the work was now ready for final writing, a task turned over to selected pupils.

4. Meanwhile we gave a little time to studying the parts of a book; we decided to try to give this project the appearance of a book. We included a title page, dedication, contents, introduction, conclusion, and a bibliography. The contents of the book as it was finally developed included the following subjects:

- | | |
|--|--|
| 1. Introduction | b. Comenius |
| 2. Questions and Answers | c. Pioneers in Bethlehem, "The Education City" |
| 3. The Purpose of a Junior High School | d. John Dewey |
| 4. The Price of Our Junior High School | e. Henry Barnard |
| 5. A Plan of the New School | f. Emma Willard |
| 6. Schools of Yesterday | 9. Schools For All |
| 7. The Father of Our Schools | 10. Conclusion |
| 8. Other Pioneers in Education | 11. Bibliography |
| a. Erasmus | |

5. By now we had a fine collection of pictures which we placed in our book close to the ideas they illustrated. The idea for the cover was pupil suggested and drawn.

The Reference Materials

Encyclopedias

The Book of Knowledge
The World Book

Books and Booklets

Our Junior High School—Holbrook and McGregor
Junior Activities Book I—Hatfield, and others
When School Bells Ring—NEA Publication

Pamphlets

Bethlehem Public Schools
Personal Growth Leaflet, No. 19—*My Pedagogic Creed*
Bethlehem, The Education City

Newspapers

Bethlehem Globe Times
Inkling (School Paper)

Evaluation

The project for the past two years has tied in very successfully with a unit "Looking Up and Reporting Information," which has been limited

largely to individual reports from encyclopedia material. While covering an even greater variety of reference material than previously, the project also served to integrate the entire class because all contributed to one unit of study.

Another value was the opportunity afforded to write a history of our schools, a comparison of schools of the past and today, a short history of some pioneers in education, with mention of the part our own city has played in pioneer education.

The pupils were better able to appreciate the broader program now available in junior high school education as a result of enriched curriculum and modern school facilities.

Pictorial material further enlarged the scope of the project.

Local current events became a part of the classroom activity.

At the completion of the written project, it was reported on orally. In this way the class heard the entire project and each pupil was again made aware of the part his contribution had made in relation to the whole project.

Pupil Reports

1. OUR NEW SCHOOL—*Henry Carl*

We divided into groups. We then looked up and reported information on Our New School. We made it into a regular book of our own. After we divided ourselves into groups we looked up information in the newspaper, pictures, and also out of school books such as "When School Bells Ring" and "Our Junior High School." There was a chairman for each group. About a week later we reported aloud what we had done. We then made our reports into a book.

We were all proud of the book because we all had a share in making it. We all felt like authors and we felt like adults because of the grown-up way in which we did it.

2. OUR PROJECT—*Emery Haller*

Our project first started when Mr. McNamara gave us booklets on the new school which was to take Franklin's place. Next we found articles in the paper about the new school. Then we started our own project. First we had questions. Then we had the answers. Then we picked topics. We then divided into groups and each group had its own topic. Then we had some pictures on our project.

After we divided into groups we each took a part of the main topic. After everybody had finished we went over our project from the beginning. First we had our introduction. Then we had our questions and answers. Next we had "The Price of a Junior High School," "The

Purpose of a Junior High School," "Schools of Yesterday," "Our Grandfather's School." Other topics were "The Father of Our Schools," "Schools for All," "Pictures of All Sorts," "Other Pioneers in Education," and the conclusion.

I thought it was a fine project and wish we could have another one sometime.

3. THE 7TH GRADE PROJECT—*Peggy Sarson*

The reason we did the 7th grade project was that we wanted to find out why Bethlehem is going to build a new junior high school. Another reason we did the project was to find out what was going to be included in the new junior high school. Another was to tell how crowded the elementary schools were and that these pupils would soon be ready to enter the new junior high school. We were divided into groups and we had different topics. The groups wrote questions about the new junior high school. Then they picked out the most important questions and looked for the answers in books and newspapers.

First of all we were divided into certain groups. Each group had a different topic to write on. Most of the children got their information from some of our books. Other information came from newspaper, radio, and other books. Some of us made up our own topics. Then after all of us had finished writing on our topic we told the class what we had written.

I think it was a wonderful thing to do because it was very interesting to look up information in books and report what we had found. It was very interesting to find out why we need a new junior high school. I think it was exciting to report to the class what information I had found on my topic. And it was very interesting to listen to what the others in the class had written about and where they got their information.

4. OUR NEW SCHOOL—*Nancy Zakeski*

The first thing we did was to divide into our groups. We then picked a chairman for each group. The chairman gave us our parts of the project. Some groups had questions, and answers, on leaders in education and other things concerning the new school. We looked in newspapers, books, and pamphlets for sources of information. When we had found them, we wrote them, studied them, and finally read them aloud in class.

The way we did this was, in class each day the teacher gave us places or corners in the room to work in our groups. While we were in groups we looked in the books, pamphlets, and newspapers for our information. We did this for a week or two. After we were through, we showed them to the teacher. She made the corrections. When she was through, she picked pupils to write all of the reports over. After that, everyone read his report aloud in class.

I think that most of us enjoyed working in groups, looking in books, pamphlets, and newspapers for the information on the "New School" Bethlehem is to have in the near future. I enjoyed working that way better than alone in our own seats. I'm sure everyone enjoyed doing this because they were very cooperative when the teacher asked them to do anything. This was our first grown-up way of doing anything.

UNIT IV

WHAT CAN I DO WITH MY LEISURE TIME?¹

Introduction

In the seventh grade of Nitschmann Junior High School in Bethlehem, a plan was evolved as a part of the language arts program whereby students could learn how to employ their leisure time in worth-while activities. The purpose of this plan was twofold: namely, to fulfill requirements in the prescribed course of study in English, and also to find just what suggestions teen-agers might have to help prevent some of the problems, frustrations, and punishments they suffer today. Bluntly speaking, the plan was to have these boys and girls discover how much leisure time they have per day and how this time can be used wisely and profitably by them as a prevention of juvenile delinquency.

Learning Activities

The following plan of work was developed in the English class periods and the writing and illustrations all followed with each student using his own initiative in regard to illustrations and the phase of the plan he wished to emphasize:

1. *How many hours of leisure time do I have a day?*

To discover this we added all the hours we spend in school, in the preparation of homework, in practicing any musical instrument or in working upon any other kinds of lessons; the actual time consumed in eating and sleeping, and in our transportation to and from school, plus chores we have to perform at home or any jobs we may have, such as paper routes or attending instructions at church. This sum total we subtracted from twenty-four hours and the remaining hours were our leisure time.

2. *Why do I want to know what to do with my free time?*

- a. I want to know so that I may become a good citizen of my community.

¹ Nitschmann Junior High School, Bethlehem.

- b. I want to realize the satisfaction of wise use of leisure time pleasures.
3. *What makes one a good citizen?*
- Being helpful, obedient, and cooperative in our homes and at school
 - Living a healthy and happy life
 - Making religion a part of our lives
 - Being charitable and understanding
 - Being loyal to our government and to our country's flag
4. *What can I do to become this good citizen?*
- Develop hobbies that I like.
 - Take responsibility regarding personal cleanliness.
 - Have respect for property in my home, in my school, at church, on the street, and in public places.
 - Practice "Safety First" at home, or wherever I am.
 - Read and enjoy reading.
 - Take part in recreational programs or be a spectator at sports events.
 - Start a garden, if possible.
 - Be helpful in caring for my pets.
 - Learn to play some musical instrument.
 - Learn the value of money and the lesson of thrift in earning money and saving it:
 - Baby sitting
 - Paper routes
 - Knitting articles for sale
 - Collecting papers to sell
 - Become a member of some worth-while club.
Girls Scouts
Boy Scouts
 - For girls:* Learn to sew, knit, or embroider, either for pastime or to make articles to wear or for use in the home.
 - For boys:* Learn to make articles of leather, metal, or clay to be used at home as well as to provide a pastime.
 - Become a member of some church organization.
 - Contribute to the various charitable drives in our community—Red Cross, Anti-Tuberculosis Drive, March of Dimes, et cetera.
5. *What do we want the outcome of our plans for using our leisure time to be?*
- To make life better for teen-agers
 - To make teen-agers take part in activities for their good and for the good of the community

- c. To have teen-agers understand and appreciate suggestions offered by adults along the lines of the listed activities
- d. To have juveniles themselves help work toward the solution of the juvenile delinquency problem today

Plan of Work

1. Study the meaning of the project.
2. Select several phases of these ideas that you would like to work on in writing and illustration.
3. Start reading on the many ideas offered here. Use the card catalog in the library. Consult the librarian.
4. Start making your own illustrations as well as collecting pictures for your ideas.
5. Write briefly but clearly on the several phases of the project that you select. Do not try to write on too many ideas but write meaningfully on a few.

Evaluation of the Project

Approximately four solid weeks were used to complete the project.

No student wrote on less than three phases of the work.

1. Reasons and needs for writing well arose, and therefore interest was continued and a desire to be exact in writing was evident.
2. Reading was extended into many areas, and books and authors were discovered and enjoyed that might not otherwise have been explored.
3. Oral communication also improved as students really had something to talk about which interested them—their own problems.
4. Organization of contents was studied as each student needed this information to make up his own booklet.
5. What makes a book attractive was discovered, and so good design and illustration as well as good format and use of color were required.
6. Reference books, pattern books for styles, and knitting and crocheting patterns were used. Many clippings from the newspaper on these subjects filled the bulletin board.
7. Articles from the newspaper on local juvenile delinquents appearing on the bulletin boards gave proof that the whole purpose of the project was at work.
8. Of their own accord, students are now collecting pictures of spring flowers and magazines on gardening which we hope will encourage them to plan their own gardens.
9. Many new words were added to the vocabularies of pupils.

SECTION B

EIGHTH GRADE

Suggested Topics:

Ways of Making a Living
Covering the Newstand
Group Life in and Out of School
Travel Through Books
People to Know—My Parents, the Storekeeper, Book Characters,
Famous people
Enjoying Poetry
Making Friends With Authors
Book Characters Are Like Us
What We Do for Fun
Stories to Tell and Read

Suggested Units:

UNIT I: Ways of Making a Living

Illustrative Unit Developed in a Pennsylvania School

UNIT II: What Is Behind the News?

UNIT I

WAYS OF MAKING A LIVING

AN ORIENTATION UNIT

Overview by Teacher and Planning With Pupils

Objective: Becoming Aware of a Variety of Vocations

This unit is intended to help the pupil become aware of the variety of ways of making a living and sources of information available to him. It should not only stimulate pupils to think about the suitability of particular vocations, but also encourage them to withhold definite decisions. Each year some study on vocations should be included in the program from a different point of view and with a different emphasis.

This unit should cause pupils

1. To become conscious of the variety of vocations
2. To develop some skill in finding, using, and evaluating the many sources of information
3. To plan, organize, and carry through a long-time assignment
4. Other objectives suggested by pupils

Suggested Activities Which Might Be Included in Cooperative Group Planning

1. Plan over-all purposes and activities of the study
2. Compile list of vocations already known to pupils
3. See motion picture on selecting an occupation
4. Review social amenities necessary for effective interviewing
5. Plan a survey of neighborhoods in the community to learn how people make a living. Divide community into zones and apportion responsibilities for acquiring information
6. Decide cooperatively what individuals should learn from interviews—reasons for selecting vocation, distance traveled to engage in work, description of work, etc. Avoid personal questions such as length of time person pursued occupation, salary, etc.
7. Conduct the survey through interviews
8. Keep record of interviews and facts learned
9. Report to class, in teams or individually, on acquired information
10. Interpret findings of the group survey by use of graph or other means
11. Have class discussions
12. Select three vocations of interest, and make a general survey of each, preparatory to selecting one for intensive study
13. Choose one vocation which has an appeal as a vocation for life
14. Plan cooperatively what should be learned about the selected vocation. This might include such topics as:
 - a. Description of jobs performed
 - b. Training needed
 - c. Personal qualifications needed
 - d. Opportunities for service
 - e. Range of salaries
 - f. Opportunities during changing economic conditions, etc.
 - g. Seasonal work
 - h. Possibilities for advancement
 - i. Conditions of work
 - j. Throughout, emphasize method of learning and use of available sources of information on vocations. (Emphasis on method of learning and use of materials should be continuous throughout high school.)
15. Make individual plan for research. Check progress with teacher at frequent intervals
16. Read books and pamphlets for information
17. Read fiction or biography concerning vocations
18. Learn to use correctly, in writing and speaking, words related to vocations

19. Interview people who are successful in your chosen occupation
20. Write to well-known people in the field
 - a. Ask specific questions
 - b. Have no duplications
 - c. Write to people from whom an answer is assured
21. Make record of pertinent information in an orderly, clear manner (3" x 5" cards)
22. Organize and share findings orally with classmates in a clear, interesting manner
23. Organize your findings in booklet or pamphlet form. Include illustrations
24. Other activities suggested by pupils

Suggested Materials

1. Words used in relation to the study on vocations: vocation, secretary, stenographic work, catering, veterinarian, pamphlet, etc.
2. People in the community who have been successful in vocations
3. Telephone Directory (classified section)
4. Dictionary
5. English text—for information on notetaking, outlining, keeping records, use of files, catalogs, etc.
6. Sources of films for school use:

"Educators Guide to Free Films"—Educational Progress Service, Randolph, Wisconsin

AMNH—American Museum of Natural History
79th St. and Central Park West
New York 24

Assn. Film—Association Films (YMCA Motion Picture Bureau)
347 Madison Ave., New York 17
206 S. Michigan Ave., Chicago 3, Illinois
351 Turk Street, San Francisco 2, Cal.
3012 Maple Ave., Dallas, Tex.

Brandon Films Inc.
1600 Broadway, New York 19
c/o Film Center Inc., 64 W. Randolph St., Chicago 1, Ill.

EBF—Encyclopaedia Britannica Films, Inc.
1150 Wilmette Ave., Wilmette, Ill.

Rental Libraries:

30 Huntington Ave., Boston 16, Mass.
450 W. 56th St., New York 19

Esso Standard Oil Co., 15 W. 51st Street, New York 19
Nearest distributing centers:

50 Rockefeller Plaza, N. Y. 20
Broad & Chestnut Sts., Philadelphia

Modern Talking Picture Service, Inc., 9 Rockefeller Plaza, New York 20
(Apply to nearest field library—Philadelphia)

Pennsylvania College for Women, Pittsburgh, Pa.

Audio Visual Aids Library, The Pennsylvania State College, State College, Pa.
 Film Library, Bucknell University, Lewisburg, Pa.
 State Teachers Colleges Film Libraries

7. Magazines:

Occupational Trends, Bellman Publishing Co., Boston, Mass.
Occupations, National Vocational Guidance Assoc., Washington, D. C.

8. Sources of Information, Books, Pamphlets, etc.:

Amiss, John M., and Sherman, Esther, *New Careers in Industry*. New York, McGraw-Hill Book Company, Inc., 1946
 Baker, Rachel, *The First Woman Doctor; the story of Elizabeth Blackwell*. New York, J. Messner, Inc., 1944
 Betz, Betty, *The Betty Betz Career Book*—the teen age guide to a successful future. New York, Grosset and Dunlap, 1949
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 Brooke, Esther E., *Guide to Career Success*. New York, Harper and Brothers, 1947
Dictionary of Occupational Titles. Washington, D. C., U. S. Department of Labor, 1949
 Floherty, John, *White Terror; Adventures with the Ice Patrol*. New York, J. B. Lippincott Company, 1947
 Forrester, Gertrude, *Occupations, a Selected List of Pamphlets*. New York, H. W. Wilson Company, 1946
 Graham, Shirley, and Lipscomb, G. D., *Dr. George Washington Carver*. New York, J. Messner, Inc., 1944
 Institute for Research, Devoted to Vocational Research, 537 Dearborn Street Chicago 5, Illinois
 Klinefelter, Lee Miller, *Electrical Occupations*. New York, E. P. Dutton and Company, 1937
 Malvern, Gladys, *Curtain Going Up* (the story of Katharine Cornell). New York, J. Messner, Inc., 1943
 Maule, Frances, *The Road to Anywhere*. New York, Funk and Wagnalls Company, 1938
 Nolan, Jeanette Covert, *The Story of Clara Barton of the Red Cross*. New York, J. Messner, Inc., 1941
 Rechnitzer, F. E., *War Correspondent; the story of Quentin Reynolds*. New York, J. Messner, Inc., 1943
 Robinson, Jackie, *My Life Story*
 Schulz, Cecelia, *Your Career in Nursing*. New York, McGraw-Hill Company, Inc., 1941
SRA Life Adjustment Units. Science Research Association, Inc., 228 S. Wabash Avenue, Chicago 14, Illinois
 Stule, Evelyn M., *How to be a Forest Ranger*
 United States Government Publications, Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.
 Vocational Guidance Manuals, Inc., 45 W. 45th St., New York 19, N. Y.

9. Scrapbooks and Reprints published by magazines:

Glamour's Job Scrap Book, *Glamour*, New York
Jobs and Future, *Mademoiselle*, New York

10. Books on Courtesy:

Betz, Betty, *Your Manners are Showing*, Grosset and Dunlap, 1946Beery, Mary, *Manners Made Easy*, McGraw-Hill Book Company, Inc., 1949*Evaluation:* (See Chapter IV, "Evaluation")

1. Does the pupil show an acquaintance with a variety of vocations?
2. Has the pupil selected a vocation to study which is somewhat within his scope of attainment?
3. Can the pupil find and use available sources of materials to meet his needs?
4. Has the pupil shown growth in selecting pertinent facts from reading and interviewing?
5. Does the pupil converse easily with fellow pupils and adults?
6. Has the pupil undertaken each part of the assignment with understanding?
7. Has he gone about his work intelligently?
8. Has he completed his work promptly?
9. Does the pupil show growth in organizing his ideas and information and presenting them to his fellow pupils?
10. What new words have been added to pupil vocabularies?
11. What need for direct teaching and drill is revealed?

UNIT II

WHAT IS BEHIND THE NEWS¹*Orientation by teacher and planning with pupils*

The newspaper as:

1. A dispenser of news
2. A means of forming public opinion
3. A big business

Objectives, developed by teacher and pupils together

1. Pupil concerns
 - a. To find out how a newspaper is made
 - b. To find out who says what shall go into it, and why
2. Pupil goals
 - a. Information to satisfy curiosity and build fund of general information
 - b. Improvement of reading habits and skills

¹ Gillespie Junior High School, Philadelphia.

Learning Activities (developed by cooperative planning)

1. Visiting
 - a. *Inquirer* plant
 - b. *Bulletin* plant
 - c. *Tribune* plant
 - d. WCAU Newsroom
 - e. Periodical room, Free Library of Philadelphia, Logan Square
2. Films
 1. Journalism
 2. Spot News
 3. News Front
3. Radio
News Commentators (compare with written accounts in daily papers)
4. Collecting, labeling, displaying
Philadelphia dailies, weeklies, neighborhood news sheets, house organs, school papers, etc., foreign language papers, out-of-town papers
5. Making and studying maps, graphs, and charts
6. Reading and comparing same news stories and editorial subjects in several papers
7. Interviewing
 - A news correspondent
 - A linotype operator
 - A guide (*Inquirer*)
8. Making an inventory at beginning and end of unit on personal newspaper-reading habits
9. Spelling and vocabulary. What new words have been learned?
10. Investigating the purpose and cost of advertising. Comparing quality of advertising and space allotted to it in various papers. Comparing revenue from advertising with that from subscriptions
11. Understanding what the Press Associations and News Syndicates are, and their significance to newspaper readers
12. Composing a newspaper page entirely of headlines. Seeing the limitations of the headline
13. Oral and written report
14. Reading
15. Writing letters
 - a. Of inquiry
 - b. Of thanks
 - c. To friends and relatives asking for out-of-town papers.

Culminating Activity

1. Quiz (informational)—oral
2. Matching vocabulary test—written
3. "Reading Habits" inventory record completed

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 Keliher, A. V., *News Workers*. New York, Harper and Brothers, 1939
 Langdon, W. C., *Everyday Things in American Life*. New York, Charles Scribner's Sons
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SECTION C

NINTH GRADE

Suggested Topics:¹

My Pennsylvania Heritage
 Growing Up in Pennsylvania
 How Do We Make a Living in Pennsylvania?
 Pennsylvania Press and Radio
 Our Town as a Part of Pennsylvania
 Life in the Keystone State
 Pennsylvania customs and culture
 Vocational and Educational Opportunities in Pennsylvania
 Pennsylvania Personalities
 Pennsylvania Folklore
 Enjoying Pennsylvania

Suggested Units:

UNIT I: How Do We Make a Living in Pennsylvania?¹

Illustrative Units Developed in Pennsylvania Schools

UNIT II: Intelligent Use of Mass Communication

UNIT III: Selling Myself

UNIT I

HOW DO WE MAKE A LIVING IN PENNSYLVANIA?

Overview by Teacher and Planning with Pupils

Content which may be covered in overview

1. Agriculture and farm life
 - a. Many types of farming
 - b. Better ways of living and working on the farm

¹ The inclusion of similar units in the ninth grade courses of study in geography and in the social studies invites cooperation between subject teachers.

2. Pennsylvania as a leading industrial State
 - a. The raw materials for industry
 - b. Production of a variety of goods
 - c. Manufacturing centers of our State
3. Service occupations which improve our living
 - a. Transportation and communication
 - b. Commerce and trade
 - c. Professional and service occupations and opportunities

Objectives Developed by Pupils and Teacher

1. To understand the job and service opportunities that are afforded young people by Pennsylvania's diversified economy
2. To encourage pupils to develop a life-career motive
3. To enable pupils to analyze their own abilities
4. To develop an appreciation of the economic system that makes Pennsylvania's production possible
5. To understand the dignity of all types of work and the cooperative nature of all human effort
6. Other objectives developed by pupil-teacher planning

Activities (Individual, committee, and class projects and reports)

1. Graph making and chart making
Have students construct bar graphs showing:
 - a. Production of iron and steel in Pennsylvania, past and present
 - b. Coal production in Pennsylvania
 - c. Manufacturing in Pennsylvania; rank of leading industries; growth of manufacturing over a period of years
 - d. Pennsylvania's production of oil and other mineral and metal resources
 - e. Population growth in Pennsylvania. Compare with another state
2. Reports on trips
Have students who have traveled in Pennsylvania report on where they went, how long it took, what they saw, etc.
3. Outside speakers
Arrange for talks and interviews by men and women of various occupations. Class committees may be organized for this purpose.
4. Have committee reports on different types of occupations: clerical, mechanical, agricultural, professional, etc.
5. Committee reports on individual attitudes needed for various types of occupations, the meaning of an intelligence quotient, the necessity for interest and hard work, etc.

6. Talk to class by school counselor or principal
7. Preparation of a career book by each student
8. Talk to class by an employment manager on personal qualities needed for success in any occupation
9. Visits to observe and interview workers on the job in different industries (preliminary planning and arrangement)
10. Other activities developed by pupil-teacher planning

Culminating Activities: See Chapter II, pages 78, 79.

Evaluation: See Chapter IV, "Evaluation."

UNIT II

INTELLIGENT USE OF MASS COMMUNICATION¹

Overview by Teacher and Planning with Pupils

Objectives derived by Pupil-teacher Planning

1. To become acquainted with available mass communication—the radio, television, motion pictures, newspapers, magazines, and pamphlets
2. To develop, as consumers of mass communication, growth in critical listening and observing
3. To become increasingly aware of propaganda in mass communication and to develop techniques to analyze it
4. Other objectives suggested by pupils

Suggested Activities based upon a cooperatively developed work plan

1. Administer a pupil questionnaire to determine how the radio and magazines have influenced pupil purchases at some time, *e.g.*, "Wheaties," soaps, "Hopalong Cassidy" outfits, "Toni" home permanents.
2. Take a "Gallup poll" of current interest in (1) radio programs, (2) television programs, (3) movies, (4) newspapers, (5) magazines; and of (1) movies recently attended, (2) sections of the newspaper and magazines regularly or occasionally read. See "Reading List," Chapter IV.
3. Have discussions on the various media and uses of mass communication, *e.g.*, radio, television, movies, newspapers, magazines.
4. Listen to particular programs on the radio—newscasts, news commentators, radio discussions such as "Town Meeting of the Air," and see motion pictures and telecasts.

¹ Northwest Junior High School, Reading.

5. Develop criteria for judging these popular media of communication.
6. In small groups plan listening program for a week. Set up critical standards for judging the programs.
7. Present to entire class the committee reactions to a week of planned listening.
8. Read critics' reactions to radio programs and motion pictures and compare these with one's own analysis.
9. Read motion picture and radio program reviews in newspapers and magazines.
10. Write a critical review of a radio or a television program or of a motion picture.
11. Make a glossary of unfamiliar but useful technical terms used in the motion picture or radio fields which will enable the pupil to express himself intelligently about these media, *e.g.*, montage, close-up, sequel, fade-out.
12. Discuss presentation of news and opinions as expressed by radio commentators, editors, and columnists.
13. Discuss difference between news and editorial material.
Write an editorial for the school paper or a letter to the local paper.
14. Plan a schedule of reading and listening for the school which would keep a pupil well informed on current happenings. Publicize this.
15. Plan a radio schedule for your family for one week which would be interesting as well as informative.
16. Have identification quiz on radio and newspaper personalities.
17. Make cartoons to get ideas across to classmates.
18. Collect cartoons dealing with current problems.
19. Write and produce radio skits and have the group write reviews of them.
20. Write a plot for a movie "short" which conveys an idea, theme, or topic of interest.
21. Hold a town meeting, forum or panel on a topic of interest to group.
22. Write letters to radio stations requesting information on scripts.
23. Write fan letters, or letters commending particularly good programs.
24. Interview local theater managers to learn means of selecting motion pictures.
25. Visit a local broadcasting station to see a broadcast and learn general organization of the studio.

26. Take a trip to local paper to learn how news is gathered and published.

Suggested Materials

Education and Radio Script Exchange Catalog, Federal Radio Education Committee, U. S. Office of Education, Washington, D. C.

Magazines such as: *Time*, *Newsweek*, *Photography*, *Life*, *New York Times Magazine*

Make Youth Discussion Conscious, The Junior Town Meeting League, 400 South Front St., Columbus, Ohio

English Texts

Motion Pictures

Newspapers: Local and metropolitan papers, especially editorial, radio and entertainment sections

Documentary films, such as *The March of Time*, *Why We Fight*

Recording of broadcasts

Tests on information concerning radio, motion pictures, and magazines

Publications from radio and television broadcasting stations.

Evaluation:

1. To what extent have the pupils come to realize that these various media of mass communication can in a very entertaining style keep them informed on current problems and influence their thinking on contemporary affairs?
2. Have pupils shown growth in discrimination in their use and selection of radio, television, motion picture, and reading materials?
3. Have pupils developed some basic techniques to detect and to analyze propaganda and to differentiate between straight and crooked thinking?
4. Are pupils discussing current movies, telecasts, radio programs, news articles, and magazine stories?
5. Do pupils cite radio, television, motion pictures, newspapers, and magazines as sources of knowledge?
6. Do pupils reflect in attitude and behavior their acquaintance with intelligent analyses of human relations?
7. Can pupils ascertain the policy of a newspaper, magazine, broadcasting corporation, or motion picture producer and cite evidence?
8. Which sections of the newspaper other than the comics are the pupils reading? Can pupils determine policy of cartoonists through an analysis of their drawings? Can pupils evaluate the comic strips they read in terms of what each strip does for the reader?

UNIT III

SELLING MYSELF¹

Overview—Teacher and Pupil Planning

In completing our work in Ninth Grade and in preparation for our Unit in Selling in Tenth Grade, we planned to sell our services.

Our previous work gave us an idea of our own character traits, since we had checked a character traits chart for a period of weeks and tried to improve ourselves.

Objectives

The pupils suggested the interviewing of employers and persons who are professionally trained to hire people in various commercial fields. Five pupils volunteered to obtain interviews and learn what qualities, features, and skills are generally required. They also sought to determine on what basis and point system persons are selected for various positions. They made themselves responsible for appointments.

Activities

Interviews were arranged.

Reports were brought back to the class and requirements from each field were compared. A great deal of interest and enthusiasm was shown, which gave all students a desire to go out and see business in operation.

Evaluation

The following is a summary of the reports on "What Employers Expect of Employes":

Neatness in appearance and work

Ability to get along with other employes

Good health

Pleasing personality

Good voice

Good penmanship

Good memory

Courtesy

Good-natured acceptance of criticism

Good references (with permission)

Activities in church and hobbies

Ambition—See what is to be done

Do jobs other than your own

High school education

Ability in mathematics

Desire to learn the business

Skill in your own line of work

Loyalty

Modesty in appearance and deportment

¹ Northwest Junior High School, Reading.

SECTION D

TENTH GRADE

Suggested Topics:

Why Should I Stay in School?
My American Literary Heritage
American Way of Life as Presented Through the Media of Movies, Television, Radio, and the Press
Humor Peculiarly American
The Romance of America as Portrayed in Folklore and Ballads
Regional Customs, Traditions, Folkways, and Language
America as Seen by Its Various Peoples
The Role of Social, Economic, and Cultural Agencies in American Life
America's Growth Through Struggle as Reflected in Literature
America's Position in the Family of Nations
Expressing Through Various Media My Dream of the American Way of Life

Suggested Units:

UNIT I: How Am I Different From People of Other Origins?

UNIT II: Why Should I Stay in School?

Illustrative Unit Developed in a Pennsylvania School

UNIT III: Human Understanding

UNIT I

HOW AM I DIFFERENT FROM PEOPLE OF OTHER ORIGINS?¹

AN ORIENTATION UNIT

Overview by Teacher and Planning with Pupils

1. Understandings

- a. To consider what happens to us when other people are persecuted
- b. To understand something of the customs and practices of other nationalities
- c. To understand something of the way in which other people live so that we may appreciate their contributions to our community

¹ From the School of Education, University of Pennsylvania.

- d. To find out how people are interdependent and have responsibilities to each other
- e. To develop skills in communication so that prejudice may be dispelled

2. Attitudes and Appreciations

To develop an attitude of social concern and respect for members of other groups by helping them to feel wanted and to identify ourselves with the interests of other groups

3. Skills and Behaviors

- a. Reading widely
- b. Speaking with free flow of thought, in clear and accurate sentences
- c. Singing and interpreting songs with the group.
- d. Doing art work illustrating ways we can become more closely knit as a group and as a community
- e. Doing simple handicraft
- f. Writing a letter
- g. Writing a report clearly and concisely
- h. Travel with a group on a school journey

4. Other objectives suggested by pupils

Activities (From a work plan developed cooperatively by pupils and teacher)

Many activities are listed; use only those which meet the needs of your class

- 1. On appropriate occasion have the class look at the pictures in the book *One God—The Ways We Worship Him*, by Florence Mary Fitch. When you first show the pictures, cover the printed words. The class cannot tell which boys are Jews, Protestants, or Catholics.
- 2. Instead of the usual homework, give a pupil who has been guilty of name-calling a book to read. The book may be about an American patriot named Haym Salomon. Other children may be given research work on Albert Einstein, Louis D. Brandeis, Felix Mendelssohn, March Chagall, Lou Gehrig, Daniel Guggenheim, Heinrich Heine, and John A. Roebling. These assignments may take over a week to be completed, but after all the reports are made to the class, they will discover that many scientists, jurists, composers, musicians, poets, painters, philanthropists, athletes, and

engineers are Jews. By that time, even the initial name-caller will realize that "Jew" is not a derogatory epithet.

3. Read to the class "Symbol of Liberty—Flag of All Faiths," one of a series of true stories and striking cases in history, collected in the small volume *Religious Liberty*. (See Bibliography)
4. Show the film *The House I Live In*, an RKO featurette starring Frank Sinatra. 8 minutes. No rental fee. Apply to National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, N. Y.

This film mentions no religion or race but the counter-offensive to prejudice is able and forceful.

5. Read timely items in the daily newspaper.
6. Read the book *One God—The Ways We Worship Him*.
7. Read stories about Jews and Gentiles.

"My Little Boy," Carl Ewald, from *Candles in the Night*, Baron. "My little boy" comes in excited and breathless to tell his mother, "We chased a Jew boy away." The mother spends the rest of the day telling wonderful stories of the accomplishments of the Jewish people, their devotion to God under great persecution, their noble history. When the little boy falls asleep that night, she says to the child's father, "Today I have vaccinated him against the meanest and most vulgar of diseases—prejudice."

"Our Lay of Mercy." Louis Zara, from *Within Our Gates*, Stone.

8. Prepare "Our Class Bible of the World" in booklet form. Selections from various religious literatures. (Ballou, *Bible of the World*, Viking Press)
9. Prepare booklet of "Wise Sayings." Quote excerpts selected from the sacred scriptures of great world religions. (Goslin, Goslin, and Storens' *American Democracy Today and Tomorrow*)
10. Copy in manuscript writing portions of the Atlantic Charter referring to prejudice. The monks wrote religious works in manuscript writing.
11. Get statistics for a report called "Religious Population of the United States."

Use an almanac.
12. Sing songs and hymns of different nations and faiths.
13. Write original poems and parodies.

14. Make a chart.
Draw pictures of each of the churches in your own community. Indicate by symbols the denomination. Write letters to ministers asking for number of members of each church. Include these facts on the chart.
15. Write letters.
Write to well-known athletes asking them for their opinions regarding religious prejudice. Make a bulletin board display or booklet containing a copy of the letter you send and the letters you receive in reply.
16. Make of wood or plastic: a cross, a shield of David, a tablet of the Ten Commandments.
17. Make of wood or other materials a model of a church of all faiths.
18. Paint designs for "The Temple of All Religions."
Make designs for stained-glass windows, each of which illustrates a different religion.
19. Paint a frieze called "Religious Liberty."
Base the frieze upon stories related in the book *Religious Liberty*. (See Bibliography)
Place panels in chronological order.
20. Research and Action
Prejudice in Print—(Magazine stories, newspapers, comics, books)
Prejudices on Stage and Screen
Prejudice on the Air
21. Write letters to churches to arrange for visits. Follow up visit with "Thank you" letter.
22. Prepare bulletin board for reports of committees and current events relating to the unit of work.
23. Make glass slides.
These slides are to illustrate any of the above activities by this visual medium.
24. Choral speaking
"And No One Asked," by Morris Reich

Culminating activities

Note: Many of the preceding activities may be used instead of the following.

1. Original Play—"Great Men and Women, Their Gifts to Us"
The setting is a summer camp at the end of the season. The children have just returned from a hike and are resting before wash-

ing for supper. Naturally, the conversation turned to school, which would open soon, and to a discussion of the hero who represented the life ambition of each youngster. In this way, one girl who wanted to be a singer told about Marion Anderson. Then recordings of her singing were played. Another told of George Washington Carver, the scientist. Albert Einstein and Louis D. Brandeis were also mentioned as ideals. One girl told of Emma Lazarus, whose words are cut on the pedestal of our Statue of Liberty.

2. Original Dramatization—"America for Americans"
A girl who considers herself one hundred per cent American reads an unfriendly newspaper article about foreigners. She wishes they would all go back where they came from, bag and baggage. An expressman from the Station of Unfriendly Thoughts, accompanied by his assistants, comes to carry out her wish. With arguments on both sides, the telephone, radio, rugs, china dishes—practically everything—is taken from the room. Then a native Indian comes to oust the girl herself. There is a rapid conversation. The girl understands, and gets a second chance.
3. Original Play—"The Thankful Heart"
Stress the point that many peoples have thanked God in similar ways when they gathered in the harvests.
4. Groups discussion, during which the class restates the problem, lists conclusions, and then evaluates results.

Evaluation

The outcomes of these activities may be evaluated by observing to what extent the children display freedom from prejudice. The teacher may observe favorable modifications in the pupils' previous prejudices, an increased toleration toward the points of view and ideals of others.

TYPICAL BEHAVIORS

1. Social Concern
 - a. The pupil accepts into his group a child who is "different."
 - b. He makes overtures of friendship.
 - c. He allows another to differ.
 - d. He insists on fair play for all.
 - e. He offers assistance.
 - f. He asks a boy of another religious group to join his committee and be responsible for finishing a certain amount of work.

2. Individual similarities and differences
 - a. He refrains from ridiculing another's efforts.
 - b. He allows another to make his contribution for whatever it is worth.
 - c. He is happy to share his lunch with a boy of another religion who had forgotten his lunch.
 - d. He commends a child of another group on the manner in which he related a personal experience before the class.
3. Reading widely (behaviors and skills)
 - a. He finds related materials in books which discuss past contributions and needs of other religious groups who lived here in former times and helped to build our community.
 - b. He reads carefully, noting the most pertinent information regarding his topic.
 - c. He seeks out reference material industriously and with understanding.
 - d. He learns to be familiar with research techniques.
4. Skill in speaking
 - a. He reports results of his research with a free flow of thought.
 - b. He reports results of the work of his committee clearly and concisely.
5. Other evaluations suggested by pupils

Bibliography

Books

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- Baron, J. L., *Candles in the Night*. New York, Farrar and Rinehart, 1940
- Fitch, Florence Mary, *One God—The Ways We Worship Him*. New York, Lothrop, Lee & Shepard Co., 1944
- McClellan, M. B., and De Bonis, A. V., *Within Our Gates*. New York, Harper and Brothers, 1940
- Williams, Chester S., *Religious Liberty*. New York, Row, Peterson and Company, 1941

Songs

- Caesar, Irving, *Sing a Song of Friendship*. New York, The author, 1619 Broadway, New York 19, N. Y.

Material available from the Philadelphia Fellowship Commission

The Philadelphia Fellowship Commission, 260 South 5th Street, Philadelphia 2, Pa., can be of invaluable help in the field of intercultural relations. It has a varied library

of films, radio transcriptions, and books, for free distribution. Included in their materials are the following:

Becoming An American, by Irene D. Jaworski. New York, Harper & Brothers. 113 pages. \$1.50

Sense & Nonsense About Race, by Ethel J. Alpenfels. Study and Action Pamphlets on Race Relations. New York, Friendship Press, 1946. 25 cents

The Races of Mankind, by Ruth Benedict and Gene Weltfish. Public Affairs Pamphlet No. 85. Public Affairs Pamphlets, 22 East 38th St., New York 16, N. Y. 20 cents

Adam's Children. Small booklet, illustrated. For additional copies write to Anti-Defamation League of B'nai B'rith, Program Division, 212 Fifth Avenue, New York 10, N. Y.

The Bells, by Billy Rose. Folder. For additional copies write to Community Relations Service, 386 Fourth Avenue, New York 16, N. Y.

The Face at the Window. Illustrated booklet distributed by Community Relations Service, 386 Fourth Avenue, New York 16, N. Y.

I'm Not Prejudiced, But . . . Bulletin board poster. Reprint of an article in the magazine *Seventeen*. For additional copies write to Community Relations Service, 386 Fourth Avenue, New York 16, N. Y.

It Is Not An Easy Thing. Bulletin board poster. Reprint from an article in the magazine *Seventeen*. For additional copies write to Community Relations Service, 386 Fourth Avenue, New York 16, N. Y.

UNIT II

WHY SHOULD I STAY IN SCHOOL?¹

Overview by Teacher and Planning with Pupils

Objectives Developed by Pupils and Teacher

1. To explore reasons for staying in school until graduation
2. To learn to know the officers of the school and my relationship to them
3. To realize that others have been faced with the problems of leaving school and that I can profit from their experiences
4. Other objectives suggested by pupils

Suggested Activities Which Might Be Included in Cooperative Group Planning

1. Pupils and teacher plan to arouse and maintain the interest of those pupils who might otherwise leave school

¹ Gillespie Junior High School, Philadelphia. The inclusion of a similar unit in the Social Studies Course of Study, Bulletin 410, invites cooperative activities between teachers on this unit.

2. Survey senior high school opportunities including offerings of representative courses, clubs, sports program, and social affairs
3. Hold class session in the library with opportunities for browsing
4. Visit other teachers, classes, laboratories
5. Invite faculty members to class
6. Have demonstrations and exhibits of class members' hobbies
7. Dramatize work of the school activity program
8. Give illustrated explanations of variety of sports activities offered by school
9. Show films to arouse interest in hobbies
10. Have group parties for social usage practice
11. Take interest and aptitude tests (if not given elsewhere)
12. Study the local job situation through classified advertisements, personal canvass of personnel offices
13. Report on requirements and attitudes reflected by Army and Navy recruitment announcements on radio
14. Make a survey of similar problems faced by others through biography, fiction, and news stories.
15. Write and present dramatizations, original or otherwise, of real-life situations.
16. Write letters to persons in authority for advice
17. Invite to class persons who have personnel responsibilities or others who are in positions of authority
18. Encourage group discussions about case studies or hypothetical persons
19. Interview previous dropouts
20. Study local adult education opportunities including night school, correspondence courses, or GI's completing high school requirements for a diploma
21. Make case study of actual dropouts
22. Make comparison, through officer of Federal Security Agency, of national and local picture
23. Other activities suggested by pupils

Suggested Materials

1. Films¹ on hobbies, such as:

<i>ABC Puppets</i>	<i>Hands Are Sure</i>
<i>Block Printing</i>	<i>Let's Make Toys</i>
<i>Clay in Action</i>	<i>Metal Crafts</i>
<i>Creative Hands</i>	
2. Original, student-written skits
3. Collections of dramas, as *Playwrights Present*
4. Classroom libraries
5. Letter forms for social and business letters
6. Techniques for interviewing
7. Discussion techniques
8. Books of etiquette written on the high school level
9. Visual symbols such as graphs, charts, posters, slide films, filmstrips
10. Bulletin board materials
11. Typical cases, as found in biographies, magazines, newspapers, and anthologies

Evaluation

1. How does this year's dropout rate compare with last year's for the same period, assuming other factors are equal or similar? Did the class succeed in keeping one possible dropout in school this year?
2. Teacher and pupil observation of growth in communication skill in classroom and other situations
3. Teacher and pupil observation of personality growth or direction
4. Class cumulative reading records confined to expressions of what the reading meant to them
5. Group acceptance of the individual for his contribution to the group
6. Putting into effect suggestions made relative to improving the high school program
7. Change in pupil attitude toward continuing in high school
8. Direct teaching and drill where needs are revealed

¹ See Wilson *Film Guide*.

UNIT III

HUMAN UNDERSTANDING¹*Introductory*

The tenth grade English class was made up of 28 members, differing widely in abilities, as well as in economic and social backgrounds. Only about half the class hoped to go to college.

The teacher was free to carry out the year's work as she wished except for a few basic requirements, namely, the completion in the composition test of two chapters (one on poetry) and the reading of *The Human Comedy* and *Ivanhoe*.

Newspapers and magazines were substituted for essays. The class met regularly each week and had one period for free reading and one for free writing. The class had been working together about two months when the opportunity for this unit on Human Understanding arose. Then the teacher and students developed the unit together, the teacher guiding toward what she felt were some desirable outcomes. The pupils under the guidance of the teacher attempted to carry out a short exploratory study to increase awareness and understanding of the worth of people.

Objectives

1. To make the class learning as effective as possible
2. To create in the pupils a greater awareness of democratic values, particularly in relation to the worth of the individual
3. To use reason in dealing with situations
4. To realize the responsibility of the individual within the group.

Activities

1. All had read Saroyan's *The Human Comedy*. Each person had been asked to write his evaluation of the book. The class had discussed the book as an American book. Saroyan, the students thought, wanted to show the worth of working people, that there is room for all, that America is the melting pot, and that we should not label people. They chose Grogan as the finest character.

2. Several students offered to report on other writings of Saroyan. By chance, one girl touched off our unit. In reporting on *The Time of*

¹ State College High School.

Your Life, she had summed up: "Of course, we know there aren't any characters like these in our town, but it was fun reading about them."

"Who says there aren't any like that in our town?" said Jack. "What makes you think we aren't characters? Those people aren't just a bunch of bums and misfits. They're a lot like us, I bet, if we knew them."

Jack was the last one to want to get stuck with a heavy reading program. He hadn't enough patience for reading, he said. But he and the others decided to spend a few weeks seeing just how much all of us could increase our awareness of people and their human characteristics.

3. Everyone in the class did certain things, each in his own way. Although pupils frequently worked in small groups, each one developed his own reading program. The class wrote as the need arose. All took the Long Beach, California, Test for Prejudice, and then evaluated it. All read the chapter on poetry; then each selected and presented a poem of his own choosing. All participated in such joint class activities as hearing speakers, seeing the films *The House I Live In*, *Boundary Lines*, *In Henry's Backyard*, and taking part in group discussions. Each person or small group planned and carried out a special unit of work in place of a final examination. Some of these are noted below. Everyone wrote for materials on intergroup education to add to our library files.

Angelo— <i>Rooster Club</i>	Granick— <i>Run! Run!</i>
Beims— <i>Two is a Team</i>	Handforth— <i>Mai Li</i>
Bishop— <i>Pancakes, and Five Chinese Brothers</i>	Lattimore— <i>Peach Blossom</i>
Bontemps— <i>Sad-faced Boy</i>	Lawson— <i>They Were Strong and Good</i>
Buck— <i>The Chinese Children Next Door</i>	Leaf— <i>Let's Do Better</i>
Clark— <i>Little Navajo Bluebird</i>	McCloskey— <i>Homer Price</i>
De Angeli— <i>Bright April, and Henner's Lydia</i>	Means— <i>Great Day in the Morning, and Assorted Sisters</i>
Enright— <i>Thimble Summer</i>	Seredy— <i>The Good Master, and A Tree for Peter</i>
Estes— <i>The Hundred Dresses</i>	Sharpe— <i>Tobe</i>
Fitch— <i>One God</i>	Swift— <i>North Star Shining</i>
Gates— <i>Blue Willow</i>	Whitney— <i>Willow Hill</i>

The writing began early in the unit with an attempt to define what the terms *human understanding* and *prejudice* meant. The concepts were so varied that the teacher asked the class to keep a week's record of any examples of the use of either term. The third such recording showed great gains in basic common understanding of these concepts. Each week the class turned in individual progress reports of reading and other personal progress.

4. The class took responsibility for adding to the unit from outside sources.

Additional Individual or Small Group Activities as Substitutes for a Final Examination

1. A panel on different religions represented in the class. (Grew out of interest in Fitch's book for children, *One God*.)
2. Four girls presented a panel on nursing. Interviewed nurses in town, read, sent for literature, investigated contribution of Negro nurses in service.
3. Jack, who read *The Pearl* by Steinbeck, became interested in a long study of poisonous reptiles, followed by an illustrated lecture. (He spent hours developing his large, colored illustrations.) He gave his report to several classes, ending always with "Advice on reptiles to hikers in this mountainous region."
4. Larry, who was of a retiring nature, made, with the teacher's guidance, an objective test on the chapters in the composition text, presented the test, scored it, and defended it with an analysis of his method of scoring.
5. Nancy used her six-year-old sister's interest to see what children's books help develop a child's understanding.
6. One boy read and reported to the class on Hayakawa's *Language in Action* and "Semantics in the Classroom" from *English for Social Action*.
7. One art student developed a new bulletin board exhibit each week, utilizing material the class and teacher brought in.
8. One pupil arranged for speakers from names suggested in class.
9. One boy acted as film and filmstrip mechanic.
10. One girl interviewed an old resident and wrote the interview for radio presentation.
11. Several gave reports on plays with readings of parts.
12. One group supplied the class with posters and signs.

Book Summaries

Note the wide range of ability as represented in these typical summaries:

1. After reading Saroyan I read several books and magazine articles and papers. I have read through half of *Ivanhoe*. I have seen one movie on human relations, *Gentleman's Agreement*—also *Iron Curtain*.
I read several essays in *Reader's Digest*, but I can't remember the names.
2. I read several books. Wrote two or three themes on them. Made a poster.
3. I have read a book for children, turned in to my teacher a few happenings and have been working for greater human understanding for myself.

4. Read Saroyan. Made a report on one chapter of Hayakawa. Wrote several observations. Listened to what others had to say about human understanding.
5. I have read up to this date for our unit on human understanding as follows: *Human Comedy*, *Quality*, *Moon is Down*, *Deep Summer*, *Ivanhoe*, *As the Earth Turns*. I have also read *We Three*, which is an essay.
6. In my first project, I showed a movie which went over just so-so. My second project fell through.
As far as class work is concerned, I kept the roll, passed out papers, and acted as librarian.
7. In our project on human understanding, I read books and pamphlets. I have observed several incidents, attended one discussion on race prejudice, participated in class discussions on race prejudice, listened to a talk on the Navajo Indian, filled out a questionnaire on race prejudice, acted as class librarian (although I didn't do much). I have also read two Saroyan books.
8. On human understanding, I have read several books: *Human Comedy*, *White Tower*, *As the Earth Turns*, *A Girl of the Limberlost*. I helped Dorthene with the bulletin board.
9. The outstanding books which I read on the subject are: *The Human Comedy*, *The Moon is Down*, *Color*, a collection of poems by a negro poet, *Hiroshima*, and *The Story of the Springfield Plan*.

In my weekly progress reports and in my free writing, I have told of several incidents that I have observed which are examples of human understanding. Some of the people whom I observed were Chinese, Negroes, college students and high school students.

I wrote for the pamphlet "Reading for Democracy, 1948."

I am planning a panel discussion on "What Can We Do to Break Down Prejudice in Our High School?" From reading about what they did in the schools of Springfield, Massachusetts, I am getting some ideas. I also sent to the *New York Times* Youth Forum, asking for any information that they might be able to send which would help us in planning a panel discussion on human understanding.

10. All I have done on our project of human understanding has been to read books. Here is a list of books I have read. *Color Blind* (Negro), *Races of Mankind* (all peoples), *Shuttered Windows* (Negro), *Quality* (Negro), *The Peacock Sheds His Tail* (Mexicans), *Mirthful Haven* (rich and poor), *Bertie Comes Through* (fat boy). I also saw several movies on the topic, but the only one I can think of now is "The State of the Union." I sent away for the pamphlets "By Different Boats" and distributed them to the class.
11. Read: *The Human Comedy*, *My Name is Aram*, *The Adventures of Wesley Jackson*, *Life with Father*, *Life with Mother*.
Observations in daily life and especially in English class. Radio programs.
12. For the project, Human Understanding, I have read several books—*Scarlet Sister Mary*, *Marian Anderson*, *Mr. Adam*, *My Antonia*, *The Good Earth*, *Sapphira and the Slave Girl*, and others which I do not remember.

I read in part and reported on the child's book *Little Navajo Bluebird*. The whole class took the test on "Beliefs on Intercultural Relations," which had to do with human understanding.

I sent to the Bureau of Intercultural Education for information about the materials available and at what price. I received this information. The only special work I have done was to check the papers occasionally, and try to keep the score sheet up to date.

13. The main thing I did in the human understanding project was to make a study of children's books, picking out the best ones for children to read. I did this project with this main thought—that children's opinions are mostly formed by things they hear or read. By using my seven-year-old sister as a "guinea pig", reading to her all the books and testing her reactions, I reached the conclusion that the following books are the best for children, both for reading pleasure and for mind forming: *Uncle Remus*, *John Henry David*, *The Flop-Eared Hound*, *Raggedy Ann Stories*, *Mary Poppins*, *The Little Boy Who Ran Away*, *Trumpet*, and *The Golden Egg Book*, especially the illustrations in this last one.

In adult books, I read, *Main Street*, *Native Son*, *Black Boy*, *The Moved Outers*, and *Barberry Bush*. I have also looked at pamphlets and clippings concerning human understanding. One of the most interesting things I did was to get people's spoken opinion on it. It seems most people are for equality among all people, but they do little to achieve this.

The best adult book, I still say, is *The Human Comedy*. I greatly enjoyed the talk on Navajo Indians.

14. *The Human Comedy*, by Saroyan. The appeal of *The Human Comedy*, I think, lies in its simple and realistic portrayal of American life. Saroyan does not try to dramatize or overaccentuate the little things of humanity; he just brings out their true significance.

Another asset is the author's complete understanding of people, people of all ages and types. This is evident in the wanderings of Ulysses, Homer's awakening to adulthood, the hopes and patience of Bess and Mary, Mrs. Macauley's faith in goodness, old Grogan's philosophy of life.

I like Saroyan's character, Homer, very much. Perhaps it is because he is on the same age level as I and therefore his problems are similar to my own. Growing up, I suppose, is hard for many people in any age, but Homer had to become an adult in time of war. Besides having to be a provider for the family and act as father and big brother, Homer had to face death, death not only in his own family but in the families of the world. He seemed to adjust himself to the business of being a messenger quickly and was able to accept the outlook upon life which was forced upon him by his new work.

Chapter 24, "The Apricot Tree," is typical of childhood and enjoyable to read. Mr. Henderson's reaction to the boy's "game" is amusing, yet a little sad. Mr. Henderson was evidently lonely as well as poor. This seems to be the plight of

many elderly people, yet who knows how happy they may be as they sit back observing and perhaps smiling to themselves.

"Be Happy, Be Happy"—Chapter 25 is rather hard to understand. What is happiness and how many people really have it?

The title "Human Comedy" seems odd, if not actually unsuitable, but then, perhaps life really is a comedy, although Saroyan's painting of it shows many shades of gray and black, as well as splashes of radiant color. As the Spaniards say, "Asi es la vida."

Evaluation

The evaluation included:

1. The test for prejudice, repeated at the end of the unit
2. Individual and group activities as substitutes for final examination
3. Book summaries
4. Weekly progress reports
5. Teacher's observation of class behavior.

BIBLIOGRAPHY—READING

(Continued from page 125)

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Diagnostic Reading Tests. Grades 7-13. Committee on Diagnostic Reading Tests, Inc., Kingscote Apt. 36, 419 West 119th Street, New York, N. Y.

Iowa Silent Reading Tests. Yonkers-on-Hudson, N. Y., World Book Company

SRA Reading Record. Grades 8-13. Science Research Associates, 228 South Wabash Avenue, Chicago, Illinois

Traxler Silent Reading Test for Grades 7 to 10 and Traxler High School Reading Test for Grades 10, 11, and 12. Bloomington, Illinois, Public School Publishing Company

Books for Retarded Readers

Reading Ladders for Human Relations in A Bibliography of Reading Lists for Retarded Readers, State University of Iowa Extension Bulletin, College of Education Series, No. 36. State University of Iowa, Iowa City, Iowa (Pupils may write for the various lists enumerated), and in A. O. Berglund's *Easy Books Interesting to Children of Junior High School Age Who Have Reading Difficulty*, Winnetka Education Press, Winnetka, Illinois.

SECTION E**ELEVENTH GRADE****Suggested Topics:**

The World and We
Basic World Communication
Universal problems as Reflected in Literature, Music, Painting, Architecture, and Sculpture
The Press and Radio Influence Public Opinion
Political, Social, and Cultural Agencies in the World
World Romance Through Literature, Art, and Music
World Religion and Philosophy
Our Role in the World's Civilization
World Unity in Literature
Experience With Literature Provides an Enriched Interpretation of the World's Problems

Suggested Units:

- UNIT I: Universal Problems as Reflected in Literature, Music, Painting, Architecture, and Sculpture
- UNIT II: Language Skills in Advertising
- UNIT III: Language Skills in Using Business Services

UNIT I**UNIVERSAL PROBLEMS AS REFLECTED IN LITERATURE, MUSIC, PAINTING, ARCHITECTURE, AND SCULPTURE**

Overview by Teacher and Planning with Pupils

Objectives Developed by Pupil-Teacher Planning

1. To develop a realization that our own conflicts and those of individuals around us are those which are common to all people
2. To realize that artists reflect universal conflicts of individuals or of peoples
3. To understand how conflicts arise and how individuals deal with them and so better identify and resolve one's own conflicts and problems
4. Other objectives suggested by pupils

Suggested Activities Which Might Be Included in Cooperative Group Planning:

1. Discuss and identify, preferably in small groups or committees, conflicts or problems which are common to many people. These include such problems as lack of adjustment to one's environment, lack of satisfaction of basic needs, willingness to accept one's physical self.
2. Committee reports to entire group the findings on the above activity.
3. Talk with friends and members of one's family to learn kinds of conflicts or problems which have been or are important to them.
4. Make a survey of radio and press to learn kinds of problems both media present.
5. Discuss causes of conflicts as understood by members of class group.
6. Discuss over-all ideas of means of dealing with problems.
7. Have class form reading groups, select material, and make a survey of problems which are presented in literature.
8. Read literature which depicts basic problems—problems which are on adolescent level.
9. Have pupil panels discuss particular problems of youth and ways of dealing with them.
10. Make inquiries into agencies in the community which are organized to advise individuals or to act as a clearing house.
11. Invite into the class such professional people as ministers, doctors, or social workers to explain professional services which the community offers and types of problems handled.
12. Discuss and evaluate motion pictures and radio and television stories which deal with human relations. Analyze as to truthful portrayal of life situations. Suggest realistic endings.
13. Rewrite endings of stories, radio sketches, and motion pictures.
14. Write plots based upon conflicts which are common to youth.
15. Select a plot and have each member of the group develop it.
16. Read books to learn how peoples of other countries or cultures have met basic problems or needs.
17. Survey the community to learn available ways of meeting needs of youth, such as the church, scouting, clubs.

18. Plan and conduct a panel of parents and pupils to discuss such problems as:
 - Using the family car on a date
 - Use of an allowance
 - Responsibilities in the home
 - Going steady
 - Making decisions about personal freedom
 - Choosing a marriage partner
19. Write and discuss in class answers to letters to the editor in magazines and newspapers.
20. Read and discuss poetry and prose which deal with basic needs.
21. Observe paintings and sculpture and listen to music which portrays struggle and sometimes resolves the conflict.
22. Read, sing, and discuss cowboy ballads, spirituals, work songs, and sailors' chanties.
23. Observe architecture of homes, churches, school, and business buildings. Trace history of such elements as pillars. Study doctrines of function and beauty. Compare Victorian poetry and architecture. Contrast Victorian and modern architecture and literature.
24. Other activities suggested by pupils.

Suggested Materials:

FICTION

Blackmore, Richard: *Lorna Doone*
 Buck, Pearl: *The Good Earth*
 Carroll, Gladys H.: *As the Earth Turns*
 Crane, Stephen: *Red Badge of Courage*
 Cronin, A. J.: *The Green Years*
 Day, Clarence: *Life with Father*
 Dickens, Charles: *David Copperfield*
 Fisher, Dorothy Canfield: *Misunderstood Betsy*
 Forbes, Esther: *Johnny Tremain*
 Garland, Hamlin: *A Son of the Middle Border*
 Hubler, Richard Gibson: *Lou Gehrig, The Iron Horse of Baseball*
 Lewis, Sinclair: *Arrowsmith*
 Rawlings, Marjorie: *The Yearling*
 Robinson, Henry: *The Cardinal*
 Tarkington, Booth: *Alice Adams*
 Webb, Mary: *Back to Earth*

ESSAYS

Leacock, Stephen: *Essays and Literary Studies*
 Thurber, James: *My World—and Welcome To It*

PLAYS

Milne, A. A.: *The Dover Road*
 O'Neill, Eugene: *In the Zone*

Shakespeare, William: *Macbeth*
Merchant of Venice

Tarkington, Booth: *The Trysting Place*

MOTION PICTURES

The Bicycle Thief
 The Hasty Heart
 The Winslow Boy

SHORT STORIES

DeMaupassant, Guy: *The Necklace*
 Street, James: *The Biscuit Eater*
 O'Henry: *Twenty Years After*

POETRY

Nash, Ogden: *Versus*
 Masters, Edgar Lee: *Spoon River Anthology*
 Sandburg, Carl: *American Songbag*

CURRENT NEWSPAPERS AND MAGAZINES

Magazines, especially *The Ladies Home Journal*, *Seventeen*, *McCall's*
 Newspapers, especially editorial pages, feature articles
 Radio programs and television casts

Evaluation

1. As a part of group evaluation, (1) have pupils review purposes which they had set for this unit, and (2) determine the extent to which they have met the purposes.
2. Have pupils shown growth in identifying conflicts, especially those which are common to youth?
3. Have pupils shown evidence of identifying problems in literature and evaluating them in terms of true-to-life situations as they know them?
4. Have pupils shown evidence of seeking to understand their own conflicts, the origin, and the variety of available opportunities for professional, friendly advice?
5. Do pupils show evidence of better understanding of the ways of resolving or meeting personal conflicts?
6. Have pupils shown growth in interpreting the printed page?
7. Have pupils increased their ability to write their thoughts and ideas clearly and forcefully?
8. Have pupils shown growth in distinguishing between the tawdry and the genuine, the commonplace and the good whether in literature, art, music, drama, or in life, and has this growth resulted in greater selectivity in these areas?
9. Are pupils demonstrating real liking for, and understanding of, the arts in our culture?
10. What vocabulary growth has been shown?
11. What need for direct teaching is revealed?

UNIT II

LANGUAGE SKILLS IN ADVERTISING¹*Overview by Teacher and Planning With Pupils*

Advertising is the modern method employed to inform consumers and to keep consumers informed of the products and services available in the American market. By newspaper, magazine, radio, circular, billboard, etc., the consumer is actively solicited for patronage. This modern educational device will continue to exercise its importance in the modern scheme of life.

Consumers should know its purposes, its benefits, its weaknesses; they should become trained in reading, interpreting, and analyzing advertising. To condemn advertising wholeheartedly is unfair. The necessity for practical use of our English language is emphasized in its relation to one's study of advertising. What we should know now is:

1. What are the benefits for the consumer -
 - a. Advertising acquaints us with new products, new uses of old products, improvements in old products
 - b. May give us helpful buying information
 - c. Locates sources of products desired
 - d. If it is successful, increased sales result in increased production, lower unit costs, and reduces prices for consumers
 - e. Provides recreational and educational devices for the consumer at lower cost (newspapers, magazines, radio programs) and at a higher level
2. What are the questionable results for the consumer?
 - a. Some advertising is false, misleading, exaggerated, untrue
 - b. If wasteful or unsuccessful, it may increase costs to the consumer. In either case, other promotional techniques should be used, equalling or exceeding advertising costs.
 - c. Some people believe advertising affects people's morals
 - d. It may cause unnecessary purchases throwing budgets out of balance.
 - e. It may result in overuse of some products that are harmful to one's health.
 - f. Too much advertising makes articles too expensive.

¹ School of Education, Lehigh University.

Objectives Developed by Pupil-Teacher Planning

1. To develop a fair appraisal of the advertising medium as to benefits and questionable results
2. To learn what constitutes good advertising for an intelligent consumer; likewise, poor advertising
3. To understand the major agencies and forces necessary for the improvement of advertising and actually use them
4. To make use of advertising agencies through group action to further consumer interests
5. To develop the behaviors of writing effective English
6. Other objectives suggested by pupils

Suggested Problems and Activities (others to be developed by class)

1. Individual or committee reports on advertising and selling—"Aggressive versus Defensive Tactics of Producers and Distributors." This may include:
 - a. Procedure
 - Attract attention
 - Create desire
 - Cause conviction
 - Obtain action
 - b. Types of appeals
 - Emotional, etc.
 - c. Intelligent consumers' reaction to these appeals
 - d. Intelligent consumers and the use of high-pressure salesmanship
2. Report on an analysis from the consumer viewpoint of the following slogans:
 - a. "The world's finest bread"
 - b. "Do as your dentist does, use powder."
 - c. "The finest gasoline ever sold at the _____ sign"
 - d. "Sells at prices no higher than ordinary soaps"
 - e. "If you like our music, make that next pack _____"
 - f. "Made to sell for \$19.95; Now \$9.95_____Save \$10.00"
3. Report on the relation of yearly changes in refrigerator, radio, automobile models to high-pressure solicitation methods.
4. Pupil report on one wearing apparel advertisement from a local newspaper. Conduct an analysis of this advertisement on the basis of the major factors used in one's selection of wearing apparel—namely: price, style, color, workmanship, material or fabric and

fitting details. Allow space for each of the six topics and data found in the advertisement. Conclude study with these questions:

- a. Does the ad consist of a sales talk or does it give real buying information?
- b. Can the consumer get a fairly accurate idea as to the quality of the merchandise offered for sale?
- c. Could you be reasonably safe in ordering the article by telephone or is it absolutely necessary to go in person to buy the article? Why?
- d. Rank these four appeals based upon the above analysis:
Price, style, color, wearing quality.
- e. Are there any terms included in the advertisement that you do not understand? If so, list them and allow space for answers.

The above activity may be enlarged to include a greater number of advertisements whether on one article of wearing apparel or a variety of articles.

5. Pupils report from observation or actual experience on purchases made through helpful advertising, or through that which was misleading.
6. Pupils write original advertising or improve on some that has been written.
7. Committee report on "The Characteristics of Good Advertising." This may include:
 - a. It attracts attention.
Through pictures
Through headlines
 - b. It is interesting reading.
 - c. It gives quality information.
Renders a rational buying service.
Does not use only emotional appeals.
 - d. It is truthful.
8. Committee report on "Unsatisfactory Advertising."
 - a. Dishonesty
 - b. No rational buying information
 - c. Exaggerated
 - d. Misleading
 - e. Not interesting
 - f. Offensive to public decency and intelligence

9. Committee report on "The Major Agencies or Forces Necessary for the Improvement of Advertising."
 - a. Intelligent consumers
 - Higher advertising I.Q.
 - Individual and group action
 - Disregard for poor advertising
 - b. Federal Trade Commission
 - Activities
 - Objectives
 - Results
 - c. Better Business Bureaus
 - Activities
 - Objectives
 - Results
 - d. Efforts of publishing companies and broadcasting companies
 - Activities
 - Procedure
 - e. Efforts of manufacturers, distributors, and advertising agencies
 - Activities
 - Procedure
10. Talk to class by one who is engaged in the advertising profession
11. Other activities suggested by pupils

Evaluation (See Chapter IV)

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MAGAZINES

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Sales Management, 420 Lexington Avenue, New York City

Advertising and Selling, Robbins Publishing Co., Philadelphia

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Federal Trade Commission, Washington, D. C.

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"Weekly Releases to the Newspapers"

"Monthly Summary of Work"

National Association of Better Business Bureaus, New York City,
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The New York Times, New York City
"Censorship of Advertising"

Chamber of Commerce of the United States, Washington, D. C.
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UNIT III

LANGUAGE SKILLS IN USING BUSINESS SERVICES¹

Overview by Teacher and Planning with Pupils

Our present economic system is based upon the exchange of services and goods. All persons should possess the needed communication skills and should be aware of the various common business services being offered, their features, advantages, and disadvantages. In this way each individual can more intelligently determine the services which would be most advantageous for him under any given set of conditions and be able to take advantage of them.

Objectives Developed by Pupils and Teacher

1. To develop the communication skills needed for a wiser use of business services
2. To develop the behaviors needed to use business services
3. To bring about a better understanding of the objectives of business organizations as related to the service each renders to the consumer
4. To give a clearer understanding of our economic system and the organization of some of the business agencies that are a part of it
5. To develop an improved technique of evaluating business services
6. To develop higher ethics on the part of the consumer towards business

¹ School of Education, Lehigh University.

7. To bring to the attention of the consumer the ethics he may expect in business
8. To acquaint us with the varied and important business services available
9. Other objectives developed by pupil-teacher planning

Learning Activities Selected or Developed by Pupil-Teacher Planning

GENERAL SERVICES

1. Representatives of local department store invited to speak upon types of credit offered consumers.
2. Pupils write to leading manufacturers for informative labels and for articles published on topic of informative labeling.
3. Committee reports about testing agencies as Consumer's Union, Consumer's Research, Good Housekeeping, R. H. Macy, and American Medical Association.
4. Class visits a retail store where retail services and methods may be observed.
5. Debate on the question: Resolved that radio broadcasting in the United States should be owned, controlled, and operated by the government.
6. Pupil gives report on the NAB Code of Self-Regulation.
7. A pupil prepares a radio commercial for his favorite brand of toilet soap.
8. Class visits telephone exchange.
9. Pupils write and demonstrate a telephone conversation using: (a) poor telephone etiquette, (b) good telephone etiquette.
10. Pupils obtain actual telegraph blanks from the local office and write and demonstrate each type of message.
11. The local postmaster speaks on "How to Use the Post Office Services."
12. Pupils obtain sufficient timetables and demonstrate how to read them.
13. Class prepares a letter to send to railroad companies asking for descriptive material and pictures showing types of equipment they use. The best letter is sent.
14. A committee prepares a travel exhibit setting forth valuable consumer information.

15. Pupils give illustrated talks on trips they have taken emphasizing information about traveling that is important to the consumer.
16. Pupils study and demonstrate road maps so that all can read them intelligently.
17. Pupils prepare an advertisement which answers information about the following:
 - Hotel at a favorite vacation resort
 - Tourist home
18. A pupil demonstrates how to prepare a package for parcel post.
19. The class or a committee visits a bank and reports on what was observed.
20. Pupils demonstrate actual practice in filling in banking forms and in making reconciliations of bank statement.
21. A committee interviews local bankers to find out what are the usual errors made by people using bank services.
22. A quiz program is held on "Using Business Services."
23. An assembly program based upon the topic of this unit is held.
24. The class organizes into work groups for research and reports. Reports are given in panels. Pupils take notes or reports are reproduced for each member of the class.

SPECIAL COMMUNICATION SERVICES

1. Committee on radio services
 - a. Report on various types of ownership and control
 - b. Report on types of stations and how regulated
 - c. Conduct a panel discussion on the effects of radio on propaganda, politics, religion, buying habits, world opinion, recreation, and the arts
2. Committee on telephone services
 - a. Trace the history and development of the telephone
 - b. Explain the different classes of service with regard to:
 - (1) Private or party lines
 - (2) Long-distance services
 - (3) Miscellaneous services
 - (4) Cost of services
 - c. Give assignments covering all uses of the directory

- d. Plan a classroom dramatization of good and bad telephone etiquette
- 3. Committee on telegraph services
 - a. History of the development of telegraph in Pennsylvania
 - b. Facts concerning the location, hours, and available services in your local office
 - c. Written messages illustrating:
 - (1) Telegram, day letter, night letter
 - (2) Special occasion messages, money orders, gift orders, cablegrams, etc.
 - d. Explanation of charges for different types of service
 - e. Report on governmental supervision and regulations
- 4. Committee on mail services
 - a. Explain sources of postal information
 - b. Discuss classes of domestic mail of interest to consumer and their costs
 - (1) First, second, and third class mail
 - (2) Special mail services
 - air mail, special delivery
 - registered, insured mail,
 - postal money order, foreign mail,
 - return receipt requested, C.O.D.
 - c. Illustrate how various classes should be prepared for mailing
- 5. Committee on travel services
 - a. Discussion of train service:
 - itineraries, timetables, cost of various services, checking and insurance of baggage, types of tickets, tipping, etc.
 - b. Discussion of steamship service:
 - Classes of ships, steamship etiquette, Custom's regulations, personal liability, baggage liability, etc.
 - c. Discussion of bus service
 - (1) Advantages and disadvantages of bus travel from point of view of the consumer
 - (2) Advantages and disadvantages of different classes of overnight lodging
 - d. Discussion of air travel
 - (1) Use aeronautical chart to show development of air travel
 - (2) Outline the procedure in planning a trip by air

- (3) Discuss such details as air travel etiquette, baggage regulations, and legislation controlling airlines.
6. Additional committees on transportation, banking, and retail services
 - a. Explanation of Parcel Post, Express, and Freight services
 - b. Discussion of kinds of banks and all banking services
 - c. Explanation of all types of retail services with regard to advantages and disadvantages to consumer.

Culminating Activities

Pupil reports and demonstrations

Evaluation

See Chapter IV

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- Peters and Perneroy, *Commercial Law*, South-Western
- Reich, *Selling to the Consumer*, American Book Co.
- Resenberg, *American Business Law*, Gregg
- Richert, *Retailing—Principles and Practice*, Gregg
- Travers, Rogers, Thompson, *Business Law and Procedure*, American Book Co.



SECTION F

TWELFTH GRADE

Suggested Topics:

Using My Potentialities
Family Relationships
Life After School
Environment and Individual Development
Accepting Responsibility as a Member of My Community
Understanding Others
A Check on Life's Values
Mass Communication for Better Living
Investigating a Problem
Resources for Life Enrichment

Suggested Units:

UNIT I: Understanding Others

UNIT II: Mass Communication for Better Living

UNIT III: Family Life Education in the Total School Program (Cooperation of an Entire School Faculty)

Illustrative Unit Developed in a Pennsylvania School

UNIT IV: How Can We Learn Appreciation

UNIT I

UNDERSTANDING OTHERS

AN ORIENTATION UNIT

Overview by Teacher and Planning with Pupils

Objectives Developed by Pupils and Teacher

1. To create greater awareness of democratic values, particularly the worth of the individual
2. To develop greater understanding and an appreciation of the differences and the similarities of individuals and groups, especially those with backgrounds different from one's own
3. To bring about a recognition of the rights of all men, and correspondingly to recognize each person's duty toward his neighbor
4. Other objectives suggested by pupils

MAKING UP THE SCHOOL PAPER

Suggested Activities Developed by Pupil-Teacher Planning

1. Read and discuss books which deal with human relations such as Saroyan's *The Human Comedy*, Wright's *Black Boy*, and Fisher's *Seasoned Timber*
2. Evaluate Long Beach, California test for prejudice. Take the test, "A Scale of Beliefs"
3. See and discuss such films as *The House I Live In*, *Boundary Lines*, *In Henry's Backyard*
4. Discuss such terms as: human understanding, prejudice, attitudes, motives, concern for others, etc.
5. Note and record behaviors which are examples of terms used in the preceding statement
6. Read from juvenile books listed under materials and submit progress reports of reading, including title, author, central theme, and reaction to ideas presented in the book
7. Work within your community or school in a social or civic organization which is largely composed of people whose backgrounds are different from your own
8. Plan and present socio-dramas dealing with realistic examples of race prejudice, religion, or economic problems. Discuss possible solutions
9. Read and report upon publications of organized groups within one's community
10. Assign groups to listen to, and report on, radio programs such as "Within Our Gates." A list of programs may be secured by writing to the broadcasting station
11. Have radio scripts written as well as themes, articles, etc. Encourage freedom of expression
12. Give reports of men and women who represent a variety of backgrounds and cultures in the world of arts, sports, science, etc.
13. Investigate and report upon history of immigration, present laws, and means of becoming citizens
14. Do research on history of races; discuss from anthropological and psychological aspects
15. Develop bulletin boards, utilizing materials brought in by class members
16. Discuss the basis for statements classifying all members of another group as "tricky," "superior mental ability," "lazy," etc.

17. Have committees explore and present to the group the special contributions of national groups—crafts, music, folklore, social or scientific advancements
18. Explore and find information relative to the customs, arts, and philosophies of groups which stand out as different from one's own. Interpret your information to the group
19. Discuss the place and function of parochial or other private schools in the community
20. Discuss such problems as purpose and fairness of regulations regarding (1) zoning of housing and segregation of groups in a community, (2) fair labor laws, (3) working conditions
21. Discuss and critically appraise the customs and mores which govern social participation among groups
22. Discuss and appraise methods for securing effective intergroup cooperation within the school, the local community
23. Invite into class speakers from the various races or religions represented in the community
24. Investigate the purposes and activities of agencies which strive to foster better human relations
25. Identify one's self hypothetically with another racial or religious group and consider vocational opportunities
26. Other activities suggested by pupils

Suggested Materials

SOME SUGGESTED READING

- Addams, Jane, *Twenty Years at Hull House*
Allport, Gordon W. Ed., *Controlling Group Prejudice*
(Annals of American Academy of Political and Social Sciences 244:1-240, Mch. 1946)
Bonner, *Legacy*
Bristow, Gwen, *Deep Summer*
Carrol, Gladys Hasty, *As the Earth Turns*
Cather, Willa, *My Antonia* and *Sapphira and the Slave Girl*
Chatto, Clarence I., *The Story of the Springfield Plan*
Cullen, Countee, *Color* (Poems)
Day, Clarence, *Life with Father*
Douglas, Lloyd, *The Robe*
Fast, Howard, *Freedom Road*
Field, Rachel, *And Now Tomorrow*
Fischer, Dorothy Canfield, *Election on Academy Hill*
Fitch, Florence, *One God*
Gould, Kenneth M., *They Got the Blame*
Hersey, John, *Hiroshima*

Hobart, Alice Tisdale, *The Peacock Sheds His Tail*
 Holt, Rackham, *George Washington Carver*
 LaFarge, Oliver, *Laughing Boy*
 Lewis, Sinclair, *Main Street*
 Means, Florence, *The Moved Outers and Shuttered Windows*
 Myrdal, Gunnar, *An American Dilemma*
 Peterkin, Julia, *Scarlet Sister Mary*

JUVENILE BOOKS

Angelo, Valenti, *Rooster Club*
 Bontemps, Arna, *Sad-Faced Boy*
 Buck, Pearl, *The Chinese Children Next Door*
 De Angeli, Marguerite, *Bright April; Henner's Lydia*
 Enright, Elizabeth, *Thimble Summer*
 Lawson, Robert, *They Were Strong and Good*
 McCloskey, Robert, *Homer Price*
 Means, Florence, *Great Day in the Morning and Assorted Sisters*
 Sereby, Kate, *The Good Master and A Tree for Peter*
 Swift, Hildegard, *North Star Shining*
 Sharpe, Stella Gentry, *Tobe*
 Weise, Kurt, *Five Chinese Brothers*
 Whitney, Phyllis, *Willow Hill*

SUCH SOURCES OF INFORMATION AND MATERIALS AS

American Council on Education, *Reading Ladders for Human Relations*, Washington 6, D. C.
 American Friends Service Committee, Philadelphia, Pa.
 American Junior Red Cross, Washington, D. C.
 B'Nai B'rith, Philadelphia, Pa.
 Broadcasting Companies
 Bureau of International Education, New York City
 Julius Rosenwald Fund, New York City
 National Assn. for the Advancement of Colored People, New York City
 Fellowship Commission, Philadelphia, Pa.
 New York University Center for Human Relations Study, New York City
 Southern Regional Council, Atlanta, Georgia

Evaluation

Do pupils show evidence of understanding the worth of individuals they meet?

Do pupils show growth in appreciating other people, their differences and similarities?

Have pupils developed a harmonious balance between reason and emotion in their behavior?

Do pupils show evidence of improvement in their ability to work with companions of varying backgrounds?

Have pupils developed a greater regard for their own integrity and worth?

Do pupils call each other "Kike," "Dago," "Nigger," "Fish-eater," etc.?

Do pupils evince sensitivity and understanding in their relations with each other and with adults?

Do pupils respect the individuality of class members?

Are pupils courteous in their relations with waitresses, janitors, gardeners, porters, farmers, and workers who serve us in jobs which sometimes lack status?

Are pupils considerate of the feelings of a new pupil? A substitute teacher? A classroom visitor?

Can pupils identify themselves closely enough with a character or a situation in literature to build the potential, social, psychological, and aesthetic values into their personal lives?

What measurable changes in attitude have the members of the class made?

What new words have been added to vocabulary knowledge?

What need for direct teaching is revealed?

UNIT II

MASS COMMUNICATION FOR BETTER LIVING¹

Note: Teacher Procedures

The teacher, previous to beginning this unit, should learn as much as possible concerning the abilities of the pupils of the class. Throughout the course, additional information is being gathered which will determine guidance in the assigning of particular activities. The assembling of the reference books for the classroom library and guiding the pupils in the wise selection of such reading is an important adjunct to the success of the unit. In supplementary oral presentations, individual conferences and tactful suggestions as incentives for individual effort will be profitable. Welcoming suggestions from the pupils as to the modification of or additions to the parts of the unit establishes a feeling of cooperation in the enterprise. Pretest and evaluation of achievements throughout the unit should be arranged carefully by the teacher.

Overview—Teacher and Pupil Planning

Teacher-led discussion to arouse interest, for motivation, to learn of individual differences, and to promote cooperation.

¹ School of Education, University of Pennsylvania.

1. Presentation:

To be developed by a combination of techniques—class discussion, individual and group conferences, and pretest. Following to be read by teacher and discussed by class:

It should be quite clear to all of us that the use of proper and accurate English in our daily contacts with each other determines, to a great extent, how well an individual “gets along” with others.

In the course of daily living, spoken and written language is constantly used to meet the needs of human experience such as securing and holding a job, conducting personal business, meeting one’s civic responsibility, and maintaining healthy and mutually satisfactory relations with other human beings. In all of our social experiences, there arises the need of establishing and maintaining enjoyable social contacts with one’s friends and neighbors. In the effort to meet this need, there will arise a necessity for understanding and practicing verbal discourse such as (a) carrying on a conversation intelligently and interestingly, (b) introducing one friend to another, (c) accepting an introduction, (d) writing an invitation, (e) writing a note of acceptance. In employing English, either written or spoken in these circumstances, each one must realize the necessity for correct performance of certain skills such as pronunciation and enunciation, word usage, sentence construction, spelling, letter form, and the like.

In like manner, the problem of securing and holding a job will require such language techniques as (a) making oral or written application for a job, (b) conducting an interview or responding to an interview, (c) giving directions or explanations to associates, (d) answering requests, (e) writing business letters, (f) using the telephone, and so on.

As the area of social contacts enlarges, the skills of using oral and written English are more and more necessary.

2. Prior Masteries:

- a. Teacher secures further information on pupils from office.

The unit assumes that the pupils of the group have reached the equivalent of 9th grade achievement in learnings of grammar.

- b. The pretest:

- (1) Teacher and pupils produce a pretest. The teacher leads discussion surrounding results of pretest.
- (2) Part of the pretest will have taken place in the discussion following the presentation by means of listening to the individual pupils in their reactions to the presentation. Some pretesting will be accomplished by individual con-

ferences as individual differences seem to demand. However, a list of questions, about twenty in number, resembling the following will be given the pupils:

What do you understand "social conventions" or "etiquette" to mean?

Give five examples of those which you have used.

In introducing one of your friends to your mother, write the probable conversation.

Why do you think social conventions exist?

Give your meaning of the following quotations:

"Never exceed your rights and they will soon become unlimited."

"To be what we are and to become what we are capable of becoming, is the only end of life."

Study carefully and fill in self-evaluation chart. See page 210.

Objectives

1. Central Objective:
Understanding the dependence of human relations on written and spoken English.
2. Contributory Objectives:
 1. To practice the social conventions
 2. To cooperate in group activity
 3. To organize and record evaluations
 4. To use correct, accurate, and artistic English
 5. To listen courteously and with discrimination
 6. To give and receive criticism
 7. To understand the value of unprejudiced critical evaluation
 8. To read with understanding on a newspaper and magazine level
 9. To use reference materials
3. Indirect and Incidental Objectives:
 1. To broaden understanding of characteristics of other people and groups
 2. To further intercultural understandings
 3. To appreciate the desirable attitudes between individuals in a democratic society
 4. To grow in poise and self-confidence

5. To gain knowledge of personal attributes which make people socially acceptable and to become aware of how one acquires these social graces
4. Other objectives suggested by pupils

Activities Developed Cooperatively by Pupils and Teachers

1. Becoming acquainted with members of the group.

This is done by means of a socialized discussion following the reading of some pertinent topic. The actual discussion is to be preceded by the method of self-introduction used by many adult groups—Rotary Club, Quota Club, Lion Club, etc. Following a description of this method, members of the class should prepare a check sheet on which to record names of class members and evaluation of discussion.

CHECK SHEET

(Score Columns 1, 2 and 3 on A, B, C, D Basis)

	<i>Name</i>	<i>Names Missed</i>	<i>1. Use of English</i>	<i>2. Enunciation</i>	<i>3. Worth of Remarks</i>
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____

STEP A.—Member of class is selected by group to act as chairman.

STEP B.—Chairman calls on each member of group, who rises, gives name and previous school.

STEP C.—Other members of class write name of each individual on check sheet as he introduces himself.

STEP D.—Chairman then explains that after reading of the article by a pupil whom he will designate, the reader will in turn, designate by giving correct name, the next pupil to start the comments.

STEP E.—This pupil, after discussing article, designates the next pupil by name, who continues discussion. This continues until all members of the class have had an opportunity to participate.

Failure to name a person properly will be marked each time with a minus two (−2) on check sheet.

Article to be read in the way just described—

The necessity for definite assistance in manners is well stated by Edgar A. Guest.¹ "Why is it some people are liked and others greatly disliked?"

¹ Quoted in *Principles of Guidance* by Arthur J. Jones, from Edgar A. Guest, "The Art of Making Friends," *American Magazine*, 106-7-9, 141-3 November 1928.

It is not altogether a question of honesty and fair dealing. Apparently it has nothing to do with respectability, for many respectable people are not popular. It seems to be wholly a matter of manners . . .

"Analyzing the various people who seem always to annoy me and 'get on my nerves' is not difficult. Some of them are boastful . . .

"There are others who are flagrantly selfish in little things. They are openly bad-mannered . . .

"Another type I don't like is the malicious type. Persons of this class have bitter tongues and cruel minds. Their jests always carry a sting . . .

"The two-faced man or woman is difficult to endure. This type leaves a trail of broken confidences behind it . . .

"Churlish people are unpopular everywhere. So are people filthy both in person and in speech . . .

"The art of making friends lies in knowing how to avoid these dangers. It seems to me that he who would properly equip his boy or girl for life in this world should begin early with the teaching of manners . . .

"The man who has many friends has been a friend to many. He has known, without being told, that other people like to have attention shown to them, and he has shown that attention graciously and gracefully. He has slighted no man needlessly. He has walked the earth with all men as one of them. He has understood the need of all for laughter. The fellowship of joy and grief has been an open book to him. The chances are he has suffered sorrow, and he knows how deeply it cuts, and he remembers when another is in trouble."

On the back of the check sheet each pupil is to list:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> a. Rules of etiquette used in discussion b. Errors in pronunciation c. Words that need spelling drill | } | These to furnish material
for discussion and drill in
succeeding lesson. |
|---|---|--|
2. Planning and holding a tea for parents.
Teacher will assist in selecting committee make-up in order to provide for individual abilities.
 - a. This activity will include—selecting a chairman, appointment or election of needed committees, composing letters of invitation, making arrangements for entertainment, reception of parents, etc.
 - b. At conclusion pupils should critically evaluate activity by means of written reports followed by discussion. In connection with written report, list:

Rules of etiquette used in discussion
Errors in pronunciation
Words that need spelling drill
Grammatical errors

3. Listening with discrimination and preparing a written evaluation of a radio program on a controversial issue—

Example: "Town Meeting of the Air"—(selected by class and teacher).

Preparation of report by each member of class. Points to be covered in report:

- a. Topic
- b. Participants (give name and position), unnecessary to include names of audience participants but mention should be made of approximate number of participants and evaluation of their contribution
- c. Critical evaluation of points made by each speaker
- d. How these were made:
 - By appealing to emotions
 - Emphasizing prejudices
 - By use of correct and well-enunciated English
- e. Your opinion on the question.
 - Class discussion on the reports. Prepare list of words needing drill on pronunciation and usage and spelling.

4. Prepare similar activity for class using public address system of the school for the radio broadcast. Select moderator and six participants. Class listens in its classroom. Each pupil prepares evaluation record followed by class discussion and criticisms. Write a letter to the broadcasting company to secure a copy of the discussion.
5. An oral or written summarization of a social question of current interest as discussed in newspapers and magazines using at least five different sources.
6. Cooperative preparation of a code of ethics for school betterment.
7. Preparation and delivery of a speech for school assembly.
8. Arrangement for and participation in a panel discussion with a class from another school.
9. Attendance at church other than one's own faith followed by written report on corrected ideas concerning differences of worship.

10. Report of basic courtesies disregarded by people in public places with application to one's own behavior.
11. Organization of boy and girl participation in conversation in cafeteria.

Evaluation

Outcomes of the activities in the various situations used for the contributory objectives will determine for the most part the degree of achievement of the central objective. Additional hypothetical situations could be described, and the pupil asked to relate resulting reactions. Repetition of the pretest could be used as a technique to determine evidence of having achieved the understanding desired. The emotional reactions in actual situations, however, are such that a satisfactory measure of the understandings desired could hardly be accomplished by any other means. It would seem best to use the changes in the personality adjustments of the pupil during the actual activities or as he or she records them, as the best criteria for having achieved the central objective. (Pupil will again fill in self-evaluation chart used in pretest. Page 210.)

Bibliography

- Complete Book of Etiquette*—Rives, Hallie Erminie
Behave Yourself—Allen, Betty, and Briggs, Mitchell P.
How to Win Friends and Influence People—Carnegie, Dale
It's More Fun When You Know The Rules—Pierce, Beatrice
Dorothy Vernon of Haddon Hall—Major, Charles
Will Rogers—O'Brien, Patrick J.
Creative Youth—Mearns, Hughes
Manners Made Easy—Beary, Mary

TEACHERS' REFERENCES

- Bossing, Nelson L., *Teaching in Secondary Schools*
 Butterwick, Joseph S., and Seeger, J. Conrad, *An Orientation Course in Education*
 DeBoer, John J., Kaulfers, Walter V., and Miller, Harold Rand, *Teaching Secondary English*. New York, McGraw-Hill Book Company, Inc., 1951
 Dewey, John, *Experience and Education*
 Gwynn, J. Minor, *Curriculum Principles and Social Trends*
 Jones, Arthur J., *Principles of Guidance*
 Grizzell, E. David, Grinstead, Wren Jones, Jones, Arthur J., *Principles of Unit Construction*
 Morrison, H. C., *Practice of Teaching in the Secondary Schools*

PUPILS' SELF-RATING BLANK RECORDING THE EFFECT ON HUMAN REACTIONS OF VERBAL CONTACTS

Place check mark above the figure most nearly describing your reaction to the question.

1. How conservative or radical are you in your expressed view?	1	2	3	4	5	6	7	8	9	10
		Old order was preferable and should be restored	Conditions are better as they are and should not be changed		Some things should change; others should not		Continuous change should be expected		Old order should be overthrown and new substituted	
2. How fairminded or intolerant are you in your expressions?	1	2	3	4	5	6	7	8	9	10
		Very intolerant of others' views if different from my own	Somewhat prejudiced about most matters		Tolerant of some views; intolerant of others		Fairly unbiased or unprejudiced about most matters		Very tolerant of others' opinions whether they agree or disagree with my own	
3. Do you feel superior or inferior to most other people?	1	2	3	4	5	6	7	8	9	10
		Feel superior to most other people with whom I associate	Feel somewhat superior to many people with whom I associate		Feel the equal of most people I associate with. Think a few are superior and inferior to me		Feel somewhat inferior to many people with whom I associate		Feel inferior to most people with whom I associate	
4. In your written and spoken English, how do you control your emotions?	1	2	3	4	5	6	7	8	9	10
		Too easily moved to anger or fits of depression, etc.	Tend to be over emotional		Usually well-balanced		Well-balanced		Unusual balance of responsiveness and control	
	1	2	3	4						
		Unresponsive, apathetic	Tend to be unresponsive							

COOPERATION OF AN ENTIRE SCHOOL FACULTY

Cooperative work by an entire school faculty around a central theme is readily feasible. A challenge for such cooperation at an appropriate grade level is suggested by the following unit: "Family Life Education in the Total School Program." This has been produced by a State committee which was organized for this purpose. See Appendix, "Acknowledgments."

Because of lack of space, sections which relate to other than English subject areas—social studies, science, mathematics, modern foreign languages, and geography—are included only in the appropriate courses of study. By common agreement and planning, under capable faculty leadership, department staffs may decide upon coordinated activities to create knowledge and skills in their subjects through helping to build more firmly this cornerstone of American life.

FAMILY LIFE EDUCATION IN THE TOTAL SCHOOL PROGRAM

PHILOSOPHY

WHAT DO WE MEAN BY FAMILY LIFE EDUCATION?

Family Life Education is the total program within a school directed toward improving family living. It is the sum total of all concepts, attitudes, and skills gained in home and family living through a coordinated, well-planned program. Although courses in Family Relationships and Sex Education are sometimes called Family Life Education, the term Family Life Education is generally conceded to be broader in scope than any one course.

WHO IS RESPONSIBLE?

Everyone concerned with the growth and development of youth today will have a part in this program. To truly coordinate such a program in a school will mean the setting up of a working committee representing every subject matter area in addition to the school dietitian, nurse, guidance counselor, parents, and young people. The homemaking teacher because of her unique background will be a valuable member if not leader of this committee.

All courses offered in Homemaking,¹ i.e., the family's food, clothing for the family, child care and development, home management, home nursing, personal and social relations, will naturally be a fundamental and major part of this program in Family Life Education. To function constructively in the everyday living of boys and girls these courses must be family centered. Music and art too have much to contribute to happy family living. Health and physical education will have a vital place in such a program. If the subject matter areas of English, science, mathematics, geography, modern foreign languages, social studies are to meet the needs and concerns of youth today, they too must relate their discussions, readings, etc., to the family and the community of which the family is a part. Thus, every member of the school staff must recognize the part he or she has in developing improved attitudes toward the home. Every teacher has a contribution to make to family living by helping boys and girls understand the values of home life and how to become responsible family members.

¹ Bulletin No. 325: *A Suggested Program in Homemaking for Secondary Schools*, Department of Public Instruction, Harrisburg.

Education for Family Life as far as the school is concerned should begin with the pre-school child and continue through twelfth grade, for both boys and girls. The new *Elementary Course of Study*, Bulletin 233-B, treats the subject under Chapter II, "Providing for Some Aspects of Education that Permeate the Whole Day," specifically, "Building Good Family Relationships through School Activities," p. 61. In order to meet more adequately the needs of the high school senior, a specific course should be offered in family relationships, giving emphasis to preparation for marriage. Many high schools are providing such courses under various titles, such as: Personal Living; Family Relationships; Senior Problems; Problems of Modern Living. This course can be taught by the teacher of home-making or other qualified member of the faculty. Such a person should be mature, well adjusted, skilled in human relations, willing to listen to young people.

EDUCATION FOR FAMILY LIFE

General Objective: To strengthen and improve family living.

SPECIFIC GOALS FOR TOTAL SCHOOL

To help boys and girls to

1. Understand themselves and how their behavior affects others
2. Recognize the needs and desires of others in the family group
3. Appreciate the value of good mental and physical health for personal happiness and wholesome family living
4. Understand the place and importance of children in the home
5. Gain an appreciation of the human and spiritual values in family living
6. Respect the contribution people of other cultures and races make to home and community living
7. Understand the need for cooperatively planned management in every home
8. Appreciate the need for beauty in the home
9. Recognize the responsibilities families have toward the community
10. Appreciate the responsibilities involved in parenthood and homemaking
11. Recognize factors which influence our standards for the selection of a life partner
12. Understand the home as a social institution and as a basic unit of democracy
13. Understand the value of the scientific approach to the solution of family problems
14. Develop ability to perform homemaking activities.

Some Suggestions for Integrating Family Living with the Subject Matter Areas

Note: In this report no attempt has been made to indicate the scope of subject matter in Family Life Education. Typical items have been selected to serve as illustrations.

INTEGRATION WITH ENGLISH

Specific Goals	Content	Experiences	Teaching Aids
To gain an appreciation of the human and spiritual values in family living	Essential characteristics of good family living affection sharing sympathy understanding respect loyalty solidarity	Discussion: Marriage is a mutual agreement. Each party to the agreement is expected to both give and take. What has a husband a right to expect from a wife? A wife from a husband? What factors favor the development of a socially acceptable individual?	Fiction, drama, poetry in the field of family relationships Bibliography of books of fiction dealing with home and family living, American Home Economics Ass'n, 700 Victor Bldg., Wash. 1, D. C. 1948, 25¢
To appreciate the responsibilities involved in parenthood and home-making.	Customs and traditions that contribute to good family living family celebrations picnics birthdays holidays, etc. the keeping of a family scrap-book "family night" special religious customs	As books are read, discuss, dramatize, write, from the point of view of good family living. Evaluate movies, radio, and television programs concerned with home and family living. What movies are suitable for 6-12 year-olds? For 12-18 year-olds? To what extent do these programs show home life at its best? What is wrong with them?	<i>The Librarian and the Teacher of Home Economics</i> , Henne & Pritchard, American Library Ass'n, Chicago, 1945. A suggestive list of books of Fiction—Individual, Family and Social Relationships Radio programs: <i>Henry Aldrich</i> <i>Date with Judy</i> <i>One Man's Family</i>
		Committee build a file of material on family living from newspapers, magazines, etc.	

Some Suggestions for Integrating Family Living with the Subject Matter Areas—Cont.

Specific Goals	Content	Experiences	Teaching Aids
To recognize factors which influence our standards for the selection of a life partner	Choosing a life partner people contemplating marriage need to know and understand each other; they should not plan to change each other	Discussion: What to look for in choosing a life partner?	Film: <i>Choosing for Happiness</i> , McGraw-Hill Publishing Co.
To recognize the needs and desires of others in the family group	The social skills necessary for good human relationships common courtesies to each family member use of radio use of telephone at meal time, etc.	Dramatize introductions, use of telephone	<i>Manners Made Easy</i> , Mary Beery, McGraw-Hill Publishing Co.
To understand the place and importance of children in the home	introductions letter writing conversation meeting people with confidence	Plan and give a social affair at school invitations refreshments entertainment social responsibilities	Film strips available through McGraw-Hill on <i>Manners Made Easy</i> The Clearing House, Vol. 24, No. 5, January 1950: "Family Living Vitalizes the Language Arts," Martha M. Schlegel Note: See p. 11a, report from Long Branch High School, Long Branch, N. J.

TEACHER REFERENCE

BIBLIOGRAPHY

- Thut & Gerberich, *Foundations of Methods for Secondary Schools*. McGraw-Hill. 1949
- Spafford, *A Functioning Program in Home Economics*. Wiley & Sons. 1940
- American Journal of Sociology (May 1948: *The American Family*), Univ. of Chicago Press, Chicago, Ill.
- California Journal of Secondary Education (January 1950), 170 S. VanNess Ave., San Francisco 3, Calif.
- National Ass'n Secondary School Principals, 1201 Sixteenth St., N.W., Washington 16, D. C.
- How Well Does Your High School Rate on the Imperative Needs of Youth?*—\$.20
- Stratemeyer, Forkner and McKim, *Developing a Curriculum for Modern Living*, Columbia Univ., New York

TEACHER AND PUPIL REFERENCE FOR FAMILY RELATIONSHIPS

- Duvall, *Family Living*. The Macmillan Company, 1950
- Groves-Skinner-Swenson, *The Family and Its Relationships*, J. B. Lippincott Company, 1948
- Landis, *Your Marriage and Family Living*. McGraw-Hill, 1946

SOURCES FROM WHICH FREE AND INEXPENSIVE MATERIAL CAN BE SECURED

- American Institute of Family Relations—5287 Sunset Boulevard, Los Angeles, Calif.
- American Social Hygiene Association—1790 Broadway, New York 19, N. Y.
- Association for Family Living—28 E. Jackson St., Chicago 4, Ill.
- Child Study Association—221 W. 57th St., New York, N. Y.
- Federal Security Agency, Public Health Service, Washington 25, D. C.
- National Council on Family Relations—1126 E. 59th Street, Chicago 37, Ill.
- Parents' Magazine—52 Vanderbilt Avenue, New York, N. Y.
- Public Affairs Committee, Inc.—22 E. 38th Street, New York 16, N. Y.—Booklets—\$.20 per copy
- Science Research Associates—228 S. Wabash Ave., Chicago 4, Ill.—Life Adjustment Booklets—\$.60 per copy
- Syracuse University Press—Syracuse, N. Y.—A Bibliography of Family Life Materials

Examples of:
Family Life in Other Lands

Family Life in the Days of our Forefathers
Colonial Children

Modern Family Living
Dead End Children

Consumer Protection
Family Affair
Family Life
Make Way for Youth
You and Your Family
Family Teamwork
Families First

Happily Ever After
As Others See You
Home Ground
School Spirit
Stepping Out
Table Talk

Films (16 mm.—Sound)

Consult film lists from:

American Junior Red Cross
Encyclopaedia Britannica
The Pennsylvania State College Film Library
Young America Films

The Pennsylvania State College Film Library—Rental \$1.50

New York Commission on Human Relations, New York University, 26 Washington Place—Rental \$2.00

Coronet Films—Rental \$1.50

New York University, 26 Washington Place, N. Y.—Rental \$4.00

Coronet Films—Rental \$1.50

Association Films, 347 Madison Ave., N. Y.—Rental \$1.50

Association Films, 347 Madison Ave., N. Y.—Rental \$1.50

Fifth Films, 840 Seward St., Hollywood 38, Calif.

New York State Dept. of Commerce Film Library, 40 Howard Street, Albany, N. Y.—Rental \$3.00

Filmstrips

Film Publishers, Inc., 25 Broad Street, N. Y. C.—Cost \$3.00

McGraw-Hill Co. Inc., 330 W. 42d St., N. Y. C.—Cost \$4.50 each

UNIT IV

HOW CAN WE LEARN APPRECIATION?¹*Overview—Teacher and pupil planning*

The teacher's job is not only to guide the pupil's study but also to allow and encourage him to formulate his own opinions. By a liberal approach to Shakespeare and the development of a desire to read and understand his plays we can teach youth to think, not have us do his thinking for him; to be flexible in his thoughts, and to develop his own philosophy of life. If such an approach is used, reading Shakespeare can be fun.

Objectives

1. Central Objective:

To increase our enjoyment of good literature and of the theater

2. Contributing Objectives:

- a. To understand why Shakespeare's plays are still popular
- b. To gain insight into human motives through a study of the drama
- c. To become acquainted with the Golden Age of English literature
- d. To develop careful habits of observation and reflection
- e. To develop a desire to read more of Shakespeare

3. Life Adjustment Goals:

a. Personal Adjustment

- (1) Learning the meaning of moral law
- (2) Adjusting to physical and intellectual growth
- (3) Learning oral expression
- (4) Developing sound attitudes toward sex; emotional stability
- (5) Developing desirable behaviors for working and living together

b. Social Adjustment

- (1) Acquiring knowledge of etiquette
- (2) Developing social responsibility
- (3) Developing civic responsibility
- (4) Developing critical judgment

¹ Shaler Township High School.

Learning Activities

1. Student round-table discussions, forums, debates (cooperatively planned)
 - a. What qualities of Shakespearc make him thc world's greatest playwright?
 - b. What are Queen Elizabeth I's contributions to the Age?
2. Field trips or excursions:
Trip to theater to see Olivier's *Hamlet* and *Henry V*
3. Individual research projects
 - a. Elizabethan manners and dress
 - b. Elizabethan sports and amusements
 - c. Queen Elizabeth
 - d. The Elizabethan theater
 - e. The Shakespeare Country
 - f. Shakespeare, the man and playwright
 - g. Historical background of *Macbeth*
4. Class projects
 - a. Exhibits of individual or group art work
An Elizabethan thcater
An Elizabethan stage
Elizabethan costumes
Elizabethan weapons
Characters in *Macbeth*
 - b. Classroom dramatizations
Trial scene from *Merchant of Venice*
Forum scene from *Julius Caesar*
Balcony scene from *Romeo and Juliet*
 - c. Committee presentation of book reviews
Maxwell Anderson's *Elizabeth the Queen*
Margaret Irwin's *Young Bess*
Sir Walter Scott's *Kenilworth*

Materials used

1. Recordings:
 - a. Maurice Evans' *Hamlet* (4 excerpts) , Columbia
 - b. Laurence Olivier's *Henry V.*, Victor
 - c. Orson Welles' *Julius Caesar*, Columbia
 - d. Maurice Evans' *King Richard II* (4 scences) , Columbia
 - e. Orson Welles' *Macbeth*, Columbia
 - f. Orson Welles' *Merchant of Venice*, Columbia
 - g. Orson Welles' *Twelfth Night*, Columbia

2. Visual materials

a. Maps

Wall-size illustrated English literature map

b. Motion pictures

Master Will Shakespeare MGM sound

Julius Caesar Educational Film Guide

Shakespeare

Macbeth EFG (full)

Macbeth EFG (excerpts)

Othello EFG

Romeo and Juliet EFG

3. Models

a. Elizabethan stage and theater

b. Costumed dolls representing leading characters

4. Mounted pictures

a. Main scenes of Shakespearean plays

b. Leading characters of Shakespearean plays

c. London in 16th century

d. England and the Shakespeare Country

e. Elizabethan theaters

Evaluation (by pupils)

Have we gained—

1. A deeper personal knowledge of the physical and emotional influences which shape character?
2. An increased knowledge of the motives for and the effects of people's emotions? Improved behavior through this understanding?
3. A desire to read more serious novels and dramas?
4. An increased ability and desire to read more of Shakespeare?

the light

as I slept in:

the pre-order.

at the cake is yet

derful.

noisy

pink

spook

drunk

kid

to can

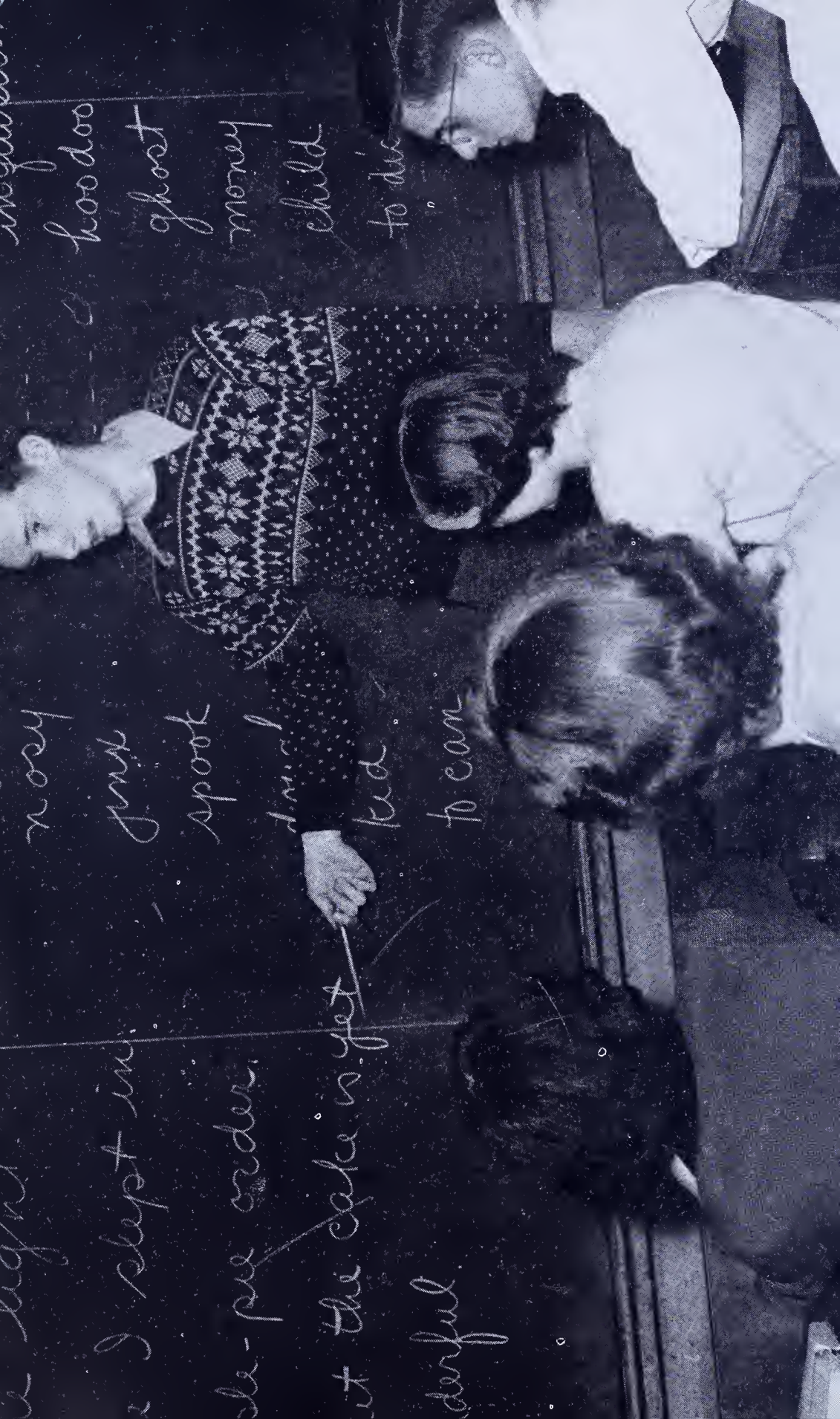
in your
hoodoo

ghost

money

child

to die



CHAPTER IV

EVALUATION

The best preacher is the heart;
The best teacher is time;
The best book is the world;
The best judge is God.

Carl Sandburg: *The People, Yes*

The process of evaluation is now much more than marking an "A" or "Good" on a theme . . . much more than placing a "B" on a report card . . . much more than having a contract renewed . . . much more than "feeling" that the pupils are "liking" English, "liking" *Macbeth*, "liking" grammar.

The modern conception of evaluation involves the inseparable trio: planning, doing, and evaluating. It is a continuous process and includes the gathering of evidence and the interpretation of the evidence, particularly in the light of objectives established in the planning. It is much more concerned with human behavior than with I. Q.'s or percentages. It focuses attention on the whole learner—his behaviors, thinking, feeling, acting—his language at home and in school—his spelling in English and in science classes—his needs, problems, abilities, potentialities, and achievements.

Various aspects of a comprehensive evaluation of our work are here suggested under the section titles:

1. Evaluation of a School's Program of English
2. Pupil Evaluation of His Curriculum
3. Pupil Self-Evaluation
4. Evaluation of Speaking
5. Evaluation of Listening
6. Evaluation of Writing
7. Evaluation of Reading

1.

EVALUATION OF A SCHOOL'S PROGRAM OF ENGLISH

The use of the *Evaluative Criteria* of the Cooperative Study of Secondary School Standards by individual teachers and English departments is highly to be commended. Probably the use of the *Criteria* in self-evaluation is the best part of the program. The *Criteria* will be used nationally for the next ten years in evaluating the English programs of secondary schools. By permission of the Study, the *Criteria* on English are reproduced for this purpose:

GUIDING PRINCIPLES

The English curriculum consists of those courses, activities, and units of instruction designed to develop the communication skills of reading, writing, listening, and speaking of value to all pupils in their personal, social, and occupational life. The curriculum places particular stress on accuracy and comprehension in reading; vocabulary development; clarity and fluency in speaking; and correctness, logical arrangement, and distinctive power in writing. The English curriculum emphasizes also the language processes of democracy such as group thinking and discussion, critical use of mass modes of communication, and the responsibilities which freedom of speech and the press place upon speaker, writer, listener, and reader. Because of the intimate connection between English and other subjects, every effort is made to relate English to a wide range of experiences, curricular as well as personal, in the total program of the school.

As an area of learning essential to the total program of studies, English helps to enrich life for the individual by developing personal satisfaction in reading, creative expression, dramatization, and in the enjoyment of products of the stage, screen, and radio. Through the experiences provided by such instructional materials as books, magazines, newspapers, motion pictures, radio, and recordings, desirable understandings, habits, attitudes, and appreciations are being developed. These outcomes result from learning activities which grow out of the needs and interests of pupils.

ORGANIZATION

CHECK LIST

- | | |
|---|--|
| <p>() 1. English courses are required of all pupils. (_____ years are required.)</p> <p>() 2. Elective English courses are available.</p> <p>() 3. Pupils are assisted by a qualified counselor or representative of the English department in selecting elective courses in English.</p> <p>() 4. Remedial, or clinical, <i>reading</i> activities are available in addition to instruction in reading in regular courses.</p> | <p>() 5. Remedial, or clinical, <i>speech</i> activities are available in addition to instruction in speech in regular courses.</p> <p>() 6. Grade lines are minimized by placing pupils in groups based on their English needs.</p> <p>() 7. Individuals within a single class are grouped or identified for differentiation of teaching.</p> <p>() 8. English courses are organized by themes or experiences with a minimum of emphasis upon type or chronology of English materials.</p> <p>() 9.</p> <p>() 10.</p> |
|---|--|

EVALUATIONS

- () a. *To what degree are English courses or activities provided to meet the needs of all pupils?*
- () b. *How satisfactory are the time allotments for English courses?*

- () c. *To what extent do the enrollments in English courses show that the needs of all pupils for instruction in English are being met? (List courses indicating name of course, normal grade level, and number of pupils enrolled in each course for the current term.)*

NATURE OF OFFERINGS

LITERATURE

CHECK LIST

- | | |
|---|--|
| <p>() 1. Opportunities are provided to develop skills essential to reading both as a study procedure and as a literary experience.</p> <p>() 2. Skills in reading are taught only as needed and in relation to use.</p> <p>() 3. Opportunities are provided in reading to develop the habit of reading for meaning at rates appropriate to the readers' abilities and the particular type of reading material.</p> <p>() 4. Opportunities are provided to develop an understanding of factors important in the selection and criticism of reading materials.</p> <p>() 5. Pupils are encouraged (and provision is made for them) to read a number of books written for and about adolescents.</p> <p>() 6. Literature is selected for study which contains examples of a variety of types of writing.</p> <p>() 7. Selections uniformly provide content which is applicable to the life experience and understanding of pupils.</p> <p>() 8. The reading materials include a wide variety of subjects to meet various interests of pupils.</p> <p>() 9. Literature is selected in relation to present reading levels of pupils, as well as to stimulate improvement.</p> | <p>() 10. Reading of classic and contemporary literature is required in addition to the reading of newspapers and periodicals.</p> <p>() 11. Reading activities provide specific training in reading different types of literature (e.g., fiction, nonfiction, drama, poetry).</p> <p>() 12. Although American literature is emphasized, study is made of literature providing a world point of view.</p> <p>() 13. Pupils are encouraged to do voluntary reading.</p> <p>() 14. Literature beyond the silent reading comprehension of pupils, but at their emotional and intellectual levels, is presented by oral methods (e.g., dramatizations, teacher's oral reading, choric reading, recordings, and sound films).</p> <p>() 15. Discussions of stage, screen, and radio activities are designed to develop discriminating tastes and standards as well as to furnish ideas for expressional activities.</p> <p>() 16. Pupils are encouraged to memorize sections of prose or poetry that have a personal appeal.</p> <p>() 17. Use of the library and reference sources is taught in relationship to needs.</p> <p>() 18.</p> <p>() 19.</p> |
|---|--|

EVALUATIONS

- () a. *How extensive is the variety of offerings in literature and reading to meet needs of all pupils?*
- () b. *How adequate is the content of offerings in literature and reading to meet needs of all pupils?*
- () c. *To what extent do the offerings provide for the development of desirable literary tastes and appreciations?*

LANGUAGE ARTS

CHECK LIST

- () 1. Grammar is studied only as needed and in relation to use.
- () 2. The teaching of grammar is in agreement with current research findings.
- () 3. The teaching of grammar is individualized.
- () 4. Grammatical concepts are taught at the age-grade level where the pupils can use them to facilitate correct and effective expression.
- () 5. Such language arts activities as writing, speaking, and listening are organized into a co-ordinated program throughout the secondary-school.
- () 6. Pupils are encouraged to do self-initiated or creative writing.
- () 7. Writing and speaking activities use content material from other subject areas.
- () 8. Writing and speaking are constantly related to real needs in communication.
- () 9. Emphasis is given to the underlying processes of gathering, organizing, and presenting ideas.
- () 10. Listening activities emphasize the ability of pupils to express with increasing accuracy the essential elements of what they have heard.
- () 11. Writing skills are developed through a variety of activities.
(Check.)
 — Announcements and invitations
 — Applications and requests
 — News items, reports, editorials
 — Outlines and summaries
 — Personal and business letters
 — Plays
 — Poems
 — Reviews of books, plays, movies, radio programs
 — Short stories and essays
 — (Others) —————
- () 12. Speech skills are developed through a variety of activities.
(Check.)
 — Choric speaking
 — Debates and panel discussions
 — Extemporaneous speeches
 — Interviews and conferences
 — Parliamentary procedures
 — Questions, directions, and explanations
 — Radio and dramatic activities
 — Reports and announcements
 — Social and telephone conversations
 — (Others) —————
- () 13. Listening skills are developed through a variety of activities.
(Check.)
 — Drama
 — Informal discussions
 — Oral reading
 — Radio and recordings
 — Speeches by professional and non - professional speakers
 — Speeches by pupils
 — (Others) —————
- () 14. Individual speech needs are determined for use as a basis for individualized instruction.
- () 15. Careful attention is given to articulation and pronunciation.
- () 16. Appropriate and easy use of the voice is encouraged.
- () 17. Attention is given to the development of poise and effective conduct before an audience.
- () 18. Critical thinking is emphasized in relation to both speaking and listening.
- () 19. Speech development experiences emphasize group planning and group thinking.
- () 20.
- () 21.

EVALUATIONS

- () a. *How well do the offerings represent the language processes most important to the democratic way of life?*
- () b. *How extensive is the variety of experiences directed toward the improvement of speech?*
- () c. *How adequate is the content of offerings in speech?*
- () d. *How extensive is the variety of writing activities?*
- () e. *How extensive is the content of writing activities?*
- () f. *To what extent do the offerings provide for the development of listening skills and appreciation?*

PHYSICAL FACILITIES

CHECK LIST

- | | |
|---|---|
| () 1. Classrooms are equipped with movable furniture which can be adapted to group activities. | () 6. Audio-visual equipment is available for use by English classes. |
| () 2. Bookshelves are provided in all English classrooms. | () 7. A stage, equipped with a curtain, is available for use by English classes. |
| () 3. Magazine storage facilities are provided in all English classrooms. | () 8. Testing equipment for diagnosis of speech and reading problems is available. |
| () 4. Filing equipment is provided in all English classrooms. | () 9. Public address equipment is available for pupil use. |
| () 5. A sufficient number of rooms, available to English classes, are equipped for efficient use of audio-visual aids. | () 10. |
| | () 11. |

EVALUATIONS

- () a. *How adequate are the physical facilities to meet instructional needs in English?*
- () b. *How effectively are the available physical facilities used?*

DIRECTION OF LEARNING

INSTRUCTIONAL STAFF

CHECK LIST

All members of the English staff

- | | |
|---|--|
| () 1. Have had background preparation in literature for adolescents, in American and English literature, and in literature dealing with other nations. | () 5. Have had preparation in the nature and control of mass modes of communication. |
| () 2. Have had background preparation in the problems of teaching reading in high school. | () 6. Have had preparation in the area of English in which they are offering specialized instruction (e.g., literature, remedial reading, speech, play production, journalism). |
| () 3. Have had preparation in writing beyond the college course in freshman composition. | () 7. Have had preparation in methods of teaching English. |
| () 4. Have had preparation in general speech. | () 8. Are acquainted with diagnostic techniques and remedial instruction methods. |

- () 9. Assist the librarian in the selection of English reading materials and with the problem of distribution of these materials. () 12. Study their own voices by means of recordings.
- () 10. Have had training in the use of audio-visual equipment. () 13.
- () 11. Maintain acquaintance with () 14.

EVALUATIONS

- () a. *How adequate is the staff's preparation in English subject matter?*
- () b. *How adequate is the staff's preparation in methods of teaching English?*
- () c. *To what extent does the staff demonstrate ability to use English effectively?*

INSTRUCTIONAL ACTIVITIES

CHECK LIST

- () 1. Instruction in English contributes to the school's objectives. () 9. Opportunity is provided for pupils to help plan, conduct, and evaluate the instructional activities.
- () 2. Instruction is directed toward clearly formulated, comprehensive (or long-range) objectives of English. () 10. Instructional activities provide for extensive use of the school library.
- () 3. Specific instructional activities contribute to the comprehensive objectives of the English program. () 11. Community resources are used as a means of enriching the instructional activities of the English program.
- () 4. There is evidence of careful planning and preparation for instructional activities. () 12. Opportunity is provided for each pupil to analyze recordings of his own voice.
- () 5. Instructional activities are readily adapted to new or changing classroom conditions. () 13. Provision is made for carry-over of the classroom experiences in English to such activities as writing clubs, school paper, debating society, dramatic club, and broadcasting.
- () 6. Pupil needs, interests, and experiences are utilized in the selection and conduct of instructional activities. () 14. Teachers take an interest in helping pupils with their free reading.
- () 7. Opportunity is provided in the instructional activities for practice in language arts skills. () 15. Teachers work cooperatively with members of other departments in providing for improvement of reading and study skills.
- () 8. Instructional activities are individualized, when desirable, through such techniques as grouping of pupils with particular needs and through differentiated assignments. () 16.
- () 17.

EVALUATIONS

- () a. *How adequate are the planning and the preparation for instructional activities?*
- () b. *To what degree are instructional activities adapted to needs of individual pupils?*
- () c. *To what extent are library materials used in English instruction?*

- () d. *How effectively are community resources used in English instruction?*
- () e. *How extensively are pupils' experiences used as sources of motivation?*
- () f. *To what extent do instructional activities contribute to the objectives of the English program?*

INSTRUCTIONAL MATERIALS

CHECK LIST

- () 1. A variety of textbooks and library books is available.
- () 2. Available textbooks and library books provide reading materials designed to assist in the attainment of instructional objectives.
- () 3. A variety of such reading materials as periodicals, pamphlets, and newspapers, is available for classroom use.
- () 4. Reference tools (e.g., dictionaries; handbooks of usage; indexes to periodicals, fiction, and essays; books of quotations) are available for use in the English classroom.
- () 5. Classroom sets of good literature are available.
- () 6. Teacher-prepared materials (such as study guides) are available for pupil use.
- () 7. Radio, recordings, and movies are available to enrich the instructional activities.
- () 8. Up-to-date reading lists are available for supplementary reading suggestions.
- () 9. There is an accessible file of illustrative materials such as pictures, charts, maps, and models.
- () 10. Textbooks, supplementary reading books, and magazines in each class represent a reading range of at least five grades.
- () 11.
- () 12.

EVALUATIONS

- () a. *How adequate is the variety of instructional materials?*
- () b. *How adequate is the quality of instructional materials?*
- () c. *How effectively are pupils guided in the use of instructional materials?*
- () d. *How effectively are bulletin boards and display materials used?*

METHODS OF EVALUATION

CHECK LIST

- () 1. Evaluation of class and individual accomplishment is an integral part of the teaching-learning activities.
- () 2. A variety of testing techniques is used (e.g., standardized tests, teacher-made objective tests, essay examinations).
- () 3. Efforts are made to improve the marking of essay examinations.
- () 4. Pupils participate in the evaluation of their own progress in the learning activities.
- () 5. Consistent effort is made through use of testing devices to determine the reading-ability level of all pupils.
- () 6. Evaluation activities measure use of language in functional situations.
- () 7. Observational data are collected as evidence of the language growth of pupils.
- () 8. Interpretation of the results of evaluation is used in planning the instructional activities.
- () 9. Evaluation activities are used to identify pupils needing remedial instruction.
- () 10. Subjective techniques are used when valid objective measures are not available to evaluate growth in such areas as attitudes and appreciations.

- | | |
|---|--|
| () 11. Objective evidence is obtained of reading interests of pupils. | () 15. Careful checks are made to determine the pupil's comprehension of his silent reading. |
| () 12. Records are kept of voluntary reading of pupils. | () 16. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for improvement. |
| () 13. In evaluating speaking and writing, at least as much emphasis is given to content and organization as to mechanics. | () 17. |
| () 14. Ability to work and think in groups is evaluated. | () 18. |

EVALUATIONS

- () a. *How comprehensive are the evaluation procedures in English?*
- () b. *How well do teachers use evaluation results in analyzing the effectiveness of their teaching?*
- () c. *How well do evaluation procedures help pupils understand the nature of their progress?*
- () d. *To what extent do evaluation procedures identify pupils of unusual promise in the field of English?*

OUTCOMES

(No check list items are prepared for this division, since they would be largely repetitions of the check list items in preceding divisions.)

EVALUATIONS

- () a. *To what degree do pupils practice desirable speech habits in the classroom?*
- () b. *To what degree are desirable speech habits used outside the classroom (e.g., in the corridors, lunchroom, auditorium, and school clubs)?*
- () c. *To what degree do pupils demonstrate ability to write clearly, correctly, and effectively?*
- () d. *To what degree do some pupils demonstrate ability to produce creative or self-initiated writing?*
- () e. *To what degree do pupils possess ability to read with comprehension and reasonable speed?*
- () f. *To what degree do pupils possess ability to judge the worth of stage, screen, and radio performances?*
- () g. *To what degree are pupils developing ability to interpret literature?*
- () h. *To what degree are pupils developing ability to evaluate such reading materials as newspapers and periodicals?*
- () i. *To what extent are pupils acquainted with classical authors and their works?*
- () j. *To what degree do pupils show discriminating abilities and tastes in their selection of books for voluntary reading?*
- () k. *To what degree do pupils exhibit desirable listening skills (e.g., in assembly, in classrooms, in club activities)?*



USING THE READING RATE CONTROLLER

2.

PUPIL EVALUATION OF THE CURRICULUM

The learner's reaction determines his participation. An evaluation of pupil reaction can: (1) provide direction for curriculum improvement, (2) reveal causes of pupil frustration or aggression, and (3) create objective points of view on the part of pupils which foster greater personal efforts.

POINTS OF VIEW CONCERNING YOUR COURSE

(Form to be mimeographed)

Here is a list of statements about your course. What do you think is good and what not so good? You are asked to check the statements—under *Yes*, *Doubtful (?)* or *No*—so that there may be a good report on what you think. You need not sign your name.

EXAMPLES

CHECK		
Yes	?	No
✓		
✓		
	✓	

Yes	?	No
-----	---	----

- [illegible]

If you were planning for this class, what changes would you make? List any changes. Use the other side of this paper.

3.

PUPIL SELF-EVALUATION

At the time we plan with our pupils what we want to learn, we also decide how we are going to determine whether or not we have learned it. This process of measuring achievement is one aspect of evaluation. To be effective, it should be done by those concerned with the planning and the doing. To be effective, it must be continuous. People develop by knowing why they are doing what they do, by setting up new objectives, and by evaluating their efforts in achieving those objectives.

To help a pupil grow and develop, we need to work with him in such a way that he understands his needs, as well as his achievements, abilities, and potentialities. If an adolescent is recognized for his successes as well as for his needs, we usually have little trouble in developing the all-important self-analysis and desire for self-improvement. There is no evaluative instrument so effective. This personal evaluation may be made in writing or in speaking. A ninth grade boy, for instance, developed a questionnaire containing items such as:

Do I keep my promises when it is possible to do so?
Are my table manners noticeably good, medium, or bad?
Do I help others cheerfully?
Do I argue much?

He gave copies of the questionnaire to his mother, his father, his English teacher, his sister, and his cousin. In addition to answering the questions, his mother, his father, and his English teacher wrote additional statements. His mother's follows:

Henry being my only son, I am afraid I would be rather biased in describing him, and so I will say that as boys go I believe he is an average boy with both good and bad qualities.

The part I admire most in him is his keen, inquisitive, and retentive mind, which I know is a most fortunate quality, inherited from his father. His sweet, affectionate personality—when he wants to expose it to those about him—will melt most anyone.

He has caused me much anxiety and embarrassment at times—rather many times—but many more times have I been very proud and happy over his actions.

The faults that annoy me are his stubbornness, and inclination to pout. I also fear that sometimes he is not a good loser. His effervescing enthusiasm, I suppose, is only natural with a boy his age, even though it is very wearing at times.

My hopes for Henry's future are very high. I hope he will go into medicine or science, but that is for him to decide.

I am proud to say that most of the teachers Henry has had in the past years have been as fond of him as he has been of them.

I do believe we have spoiled Henry in striving to fulfill his every whim; however, I do feel this will only add to the credit side of the ledger in his adult life.

Mom

Of himself, Henry wrote:

A medium-sized boy with a crop of scragged brown hair, tossed carelessly on the top of his head. His face is adorned by a pair of not-too-good-looking glasses. His fourteen years of "old age" have witnessed three countries and three different states.

As far as the future goes, his main ambition is to accomplish something, whether it be big or small, in the scientific world and to further his knowledge of the Commonwealth in the study of everything.

In the sports world this boy hopes to do almost the impossible by breaking Hank Lusetti's basketball record and Babe Ruth's baseball record and by making the winning touchdown in a Rose Bowl game.

His favorite foods are watermelon, steak, hamburgers, ice cream, tomatoes, and apple pie with cheese.

His jinxes are blondes, brunettes, and red heads. The bane of his existence is his ten-year-old sister, but I guess he loves her very much.

His favorite motion picture stars are Roy Rogers and Gene Autry. He thinks the worst actors are Clark Gable, Tyrone Power, and Robert Taylor. He is probably a little envious of them.

When adolescents are encouraged to write and to speak about themselves, their problems, their experiences, their ideas and feelings, the therapeutic value of having objectified the subjective becomes apparent. If these statements are shared with the class, we observe the effectiveness with which adolescents help and teach others, and we learn whether or not the objectives of our work are being met.

Often adolescents are shy about starting these self-evaluations. The use of some objective evaluation is helpful as a take-off into the subjective evaluation. Objective data are also effective in measuring change from the time an adolescent comes into a class until he leaves it. Objective data provide us with a challenge or a feeling of achievement as we examine and compare the results.

The following are helps to teachers who are concerned with objective measurement of adolescents' personalities, character, and attitudes:

Bell, H. M., *School Inventory* (Grades 10-12). Stanford, California, Stanford University Press. This test checks attitude toward school, teachers, and curriculum.

Havighurst, Robert J., and Taba, Hilda, *Adolescent Character and Personality*, New York, John Wiley & Sons, Inc., 1949. Part 5, pp. 207-307, includes a "Guess-Who Test," "Family Relationships Questionnaire," and a "Moral Beliefs Check List."

Mooney, Ross L., *Problem Check List* (High School Form), Columbus, Ohio, Bureau of Educational Research, Ohio State University.

Tiegs, E. W., Clark, W. W., and Thorpe, L. P. *California Tests of Personality*. (2 levels: Grades 4-9 and grades 9-14). Los Angeles, California, Test Bureau. This test measures self-adjustment and social development.

The teacher must beware of placing too much confidence in any of these objective measures. Such factors as illness at the time the pupil took the test, boredom, fatigue, lack of interest, or deliberate attempt to deceive the tester may create a false picture. If we make our evaluation of an adolescent on the basis of these test results only, we may end with an entirely erroneous picture of him. It is easy for us to use such labels as "inferior," "subnormal intelligence," "emotionally disturbed," "immoral," and "misfit." It is harmful to an adolescent to be so labeled. If we label an adolescent as "immoral," we have difficulty in observing the good in him. If we label an adolescent as "stupid," we have difficulty in observing his abilities. Labels mean different things to different people; what is immoral to one person may be moral to another. Moreover, an adolescent who may be fumbling in his classroom use of language, may use amazingly effective language with his classmates or in speaking of airplanes.

The most important element of our evaluation program then is the pupil-teacher day-by-day appraisal of growth in such aspects of learning as:

1. Ability to speak, to write, to read, and to listen
2. Participation in class discussion
3. Use of aids in reading and study: index, table of contents, dictionary, encyclopedia, card catalog, *Reader's Guide*, and *World Almanac*
4. Increased interest in learning and in effective use of language
5. Ability to think critically

With the increase in the objectives of language teaching, comes also the need for more measuring instruments. Teachers and pupils may develop tests, questionnaires, check lists, attitude scales, interest inventories, and rating scales. Teachers and pupils may use observations, interviews, anecdotal records, and self-evaluations.

Frequently the use of prepared questionnaires and check lists to evaluate pupil growth may be of value. The following, prepared as part of the Pennsylvania Secondary School Curriculum Study, may be used:

a. Pupil Self-appraisal

The following self-appraisal student rating chart, which is based on the Ten Imperative Needs of Youth, may be used in a class or homeroom: (1) to stimulate needed self-analysis, (2) to call attention of students to areas of personal growth, (3) to recognize appropriate areas and (4) to evaluate progress. A later checking by the pupil may show areas of growth. The items may be changed to suit local conditions when the chart is mimeographed.

WHAT KIND OF PERSON ARE YOU BECOMING? (Form to be mimeographed)

What kind of person a youth becomes is as important as what he knows. The school is concerned with each student's growth as an individual. This chart is intended to help to show you where you are and how you can improve. You should rate yourself, then the teacher will add his rating. A conference may follow.

NAME		HOMEROOM		SECTION	
1		2		3	
Mark an X covering each square which best describes how you think, feel, or act with respect to the need which is in the first column.					

NEEDS	Doubtful	Passive	Productive	Constructive	Creative
WORK	Gives up Careless Shuns work	Dependent Submissive Follows others	Interested Loyal Leads sometimes	Definite Strong Often leads	Diligent Confident Makes things go
HEALTH	Slovenly Depressed Stolid	Neat Willing Promising	Healthy Alert Active	Brisk Cheerful Vigorous	Exuberant Enthusiastic Vitalizing
CITIZENSHIP (School)	Unsound Annoying Critical	Indifferent Unconcerned Conforms	Interested Loyal Careful	Devoted Eager Dependable	Stimulating Inspiring Influential
HOMEROOM	Petty Anxious Impatient	Rough and Ready Thoughtless Easy-going	Cheerful Deliberate Cooperative	Polite Tactful Warm-hearted	Successful Poised Gracious

Mark an X covering each square which best describes how you think, feel, or act with respect to the need which is in the first column.

5

4

3

2

1

NEEDS	Doubtful	Passive	Productive	Constructive	Creative
THRIFT	Frivolous Buys on whim Wastes time	Muddled Gullible Impulsive	Serious Knows values Purposeful	Sound Keen bargainer Determined	Reliable Brilliant trader Independent
SCIENCE	Opinionated Irrational Prejudiced	Credulous Confused Snap judgment	Open-minded Seeks proof Sticks to facts	Curious Systematic Weighs evidence	Inductive Rational Keen
APPRECIATION	Vulgar Common Critical of best	Superficial Erroneous Coarse	Knows form Has good taste Recognizes merit	Enjoys form Refreshing Refined	Artistic Creative Elegant
LEISURE	Cheap taste Childish fun Rough	Underbred Follows others Negligent	Restrained Normal pursuits Respects the best	Good hobbies Has some sport Many-sided	Ingenious Mature tastes Enjoys art, music
SOCIABILITY	Self-centered Timid Rude	Indifferent Passive Proper	Accepted Cheerful Sympathetic	Sought Active Helpful	Esteemed Magnetic Influential
LANGUAGE	Careless Peculiar Dormant	Unreliable Deficient Developing	Accurate Practical Passable	Skillful Forceful Desirable	Colorful Persuasive Delightful

Credit yourself, 1, 2, 3, 4, 5, from left to right for X's in each of the five columns. What is your score? How can you rate higher?

b. Reporting Pupil Progress

Many school faculties, through cooperation with parents, have developed comprehensive means of reporting pupil progress. The report cards which are being used indicate subject marks on one side and rating of growth in desirable behaviors on the other. The exactness of the behavior ratings is secondary to the status which is given to them. The following is an example and a suggestion:

RECORD OF PERSONAL DEVELOPMENT

The pupil should rate himself. Then the parent and the teacher will add their ratings.

Key: 1, a little; 3, below average; 5, average; 7, above average; 10, excellent.

<i>Needs of Youth</i>	<i>Description of Desirable Behaviors</i>	RATINGS		
		<i>Parent</i>	<i>Pupil</i>	<i>Teacher</i>
1. WORK	Works hard; prompt Working toward a career			
2. HEALTH	Has good health habits Keeps self clean and neat			
3. CITIZENSHIP	Uses freedom wisely Helps make things better			
4. HOME	Helps in work at home Keeps home happy			
5. THRIFT	Earns and saves money Spends money wisely			
6. SCIENCE	Uses good judgment Can explain phenomena			
7. APPRECIATION	Reads good literature Enjoys art and music			
8. LEISURE	Enjoys school activities Has a sport or hobby			
9. SOCIABILITY	Has many friends Is courteous to all			
10. LANGUAGE	Thinks logically Writes and speaks well			

(Form for back of report cards)

- NOTE: 1. Similar rating sections may be added for each marking period.
2. School organization should provide at least one teacher who knows the pupil well.
3. Experience has shown a high degree of parent approval and cooperation.

Tradition and facility in pupil accounting favor the retention of subject marks and Carnegie Units in secondary school record keeping. Yet parents, when questioned widely, have given maximum importance to the development of the pupil's personality.¹ What is evaluated determines what is taught. Logically, then, both subject marks and items appraising growth in desirable types of behavior should have place and status on report cards.

4.

EVALUATION OF SPEAKING

The evaluation of a pupil's growth in ability to speak effectively may be accomplished in many ways. The class may have set up objectives, and the individual pupil, his teacher, and his classmates may determine together the degree of his growth in terms of matching individual achievement with class and pupil standards.

The class may have decided that it is undesirable to use "er's" in oral communication. The pupil may say to his classmates in the evaluation, "I was not aware of 'er' in my speaking today. Did I use it?" The class may report by looking at the check list, "You used it only once."

The use of records and of the tape or wire recorder furnishes a means of evaluating elements of oral communication. With the help of his teacher and classmates, a pupil may determine his speech needs from a recording. Voice quality, pronunciation, enunciation, phrasing, rate, rhythm, and ideas may be evaluated if a pupil makes a recording and compares it with a later recording. Many pupils are amazed at the sound of their recordings. Often they ask in amazement, "Do I sound like *that*?"

Primarily pupils and teacher will be concerned with the ideas in oral communication, rather than with the elements of voice. Was the idea sound? Was it presented effectively? Did it stimulate thought and/or discussion and/or action?

Pupils will be concerned with usage. Was the usage in keeping with the communication? Was slang used excessively? Was the usage self-conscious? What expressions were most effective? What expressions detracted from the effectiveness of the communication?

¹ "What U. S. Thinks About Its Schools," *Life*, Volume 29, Number 16, October 16, 1950.

5.

EVALUATION OF LISTENING

Listening, too, may best be evaluated by teacher and pupils. When the objectives for learning are compiled, the means of evaluation are stated. The means of evaluation of listening are usually stated in terms of behavior.

The class may decide that a listener should be courteous. A discussion in which the speaker says, "I found it difficult to speak because Mary and Josephine were whispering all the time," may lead to better understanding of effective communication which involves the speaker and the listener. As a result of trying to speak to unexpressive or bored faces, a pupil may set up some standards which make him a better speaker and listener.

Listeners may discover through discussion and reading that there is a difference between hearing and listening. They may discover that there are degrees in listening. One may listen to music, or to poetry, just to enjoy it without analyzing it. One may listen to a newscast and be critical of that which he hears.

One means of checking the effectiveness of listening is through an examination of notes made by students. The college-preparatory pupils, especially, should demonstrate their ability to listen accurately and to record clearly what has been heard. Pupils may develop quizzes to follow the playing of recordings. A teacher may check to see how well pupils can follow directions. A teacher and pupils may check radio programs, for faulty dilemmas; speeches, for false analogies; and class discussions, for hasty generalizations, for incompetent authorities, false assumptions, and other facets of inaccurate thinking.

6.

EVALUATION OF WRITING

a. The most important consideration in the evaluation of writing is, What did the writer say? We consider further:

How effectively did he say it?

Does the writing point toward the search for truth?

Does the writing stimulate thought?

Is the expression ethical?

How worth while was the writing to the author and to his readers?

b. Another aspect of the evaluation of writing is concerned with the legibility of penmanship. We are criticized in the secondary schools because we do not encourage pupils to write legibly and because we do not encourage pupils to use typewriters. Many a college student and many a businessman regrets that his teachers did not insist on legible penmanship and on typewriting. Class standards are as good a means of evaluation of penmanship as are reader's evaluations.

c. And, of course, we want to be certain that in evaluating writing we include the measurement of the pupil's ability to express ideas in effective language. Can he write correct sentences? Does he organize ideas into paragraphs? Does he spell correctly? Does he capitalize and punctuate acceptably? Is his vocabulary adequate? Teacher and pupil evaluations are good. They may be augmented by the use of such objective tests as:

Barrett-Ryan-Schrammel English Test. Grades 9-16; 1938; 3 forms. Yonkers, New York. World Book Company.

Cooperative English Test. Grades 9-16; 1932-39; 4 editions. New York, Cooperative Test Service.

Essentials of English Tests. Grades 7-13; 1939; 3 forms. Philadelphia, Educational Test Bureau.

Iowa Language Abilities Test. Intermediate Test. 2 forms. Grades 7-9. Yonkers, New York, World Book Company.

Criteria for evaluating creative expression are more difficult to find. Generally the evaluation of the writing is made by the teacher and pupils who understand why the pupil wrote what he wrote. The writer is best able to explain what the writing meant to him. The teacher and classmates may be concerned with the effect the writing had upon them. They may also point the way toward a widening and a deepening of the writer's creativity. He may be encouraged to express his feelings in poetry. He may be encouraged to understand other people and their problems through writing about them. At all events, the evaluation will be concerned primarily with *what is written* and *why it was written*.

7.

EVALUATION OF READING

Probably the best evaluation of reading—but the most difficult—is found in behavior. Does Sally behave differently toward her parents after reading *Winter Wheat*? Does Sylvester seem less snobbish after reading *North Fork*? Does Isabelle reflect a better attitude toward Negroes after reading *Shuttered Windows*?

From the pupils comes the evaluation of poems like Auslander's "Steel" or Noyes' "The Highwayman." How did they feel after reading the poem? What did they think?

From the reading of plays may come changes of behavior or of attitude. Groups of pupils often evaluate the reading of *Ah Wilderness*, *Yellow Jack* and *Junior Miss* in terms of their own understanding, attitude, and behavior. The evaluation may result in new objectives, and teacher and pupils together evaluate the individual's achievement.

The evaluation of behavior can be supported frequently by the use of questionnaires and check lists.

An Inventory of Reading Experiences

Developing and evaluating the quality of what students read is important in helping them to grow up. The maturity of the learner, as revealed by his self-motivated behavior—how he thinks, feels, and acts—has become a basic goal in lists of the objectives of education. Research and reports of general practice indicate that more than customary measurements, which involve factual memory, are needed for a comprehensive evaluation of actual behavior. *Very successful students remember slightly more information than others but may achieve no more in the basic attitudes and behaviors that are characteristic of mature individuals.* A ready type of evaluation is needed to appraise growth in the quality of what students read and to develop better teaching procedures toward that end. The inventory on pages 241-243 may be mimeographed for this purpose.

INVENTORY OF READING, RADIO, AND MOTION PICTURE
EXPERIENCES

Name	Age
English Classroom	Grade
School	Date

INSTRUCTIONS

(To be read by instructor and students together, instructor reading aloud)

In order to understand how to teach the value of good reading, it is necessary to know what kinds of leisure-time reading students do. You are asked to indicate your answers to some questions so that this information may be obtained.

Your English grade will not be affected in any way by your answers.

The questions deal with your customary actions regarding your reading. You are asked to check carefully the answers which best describe what you usually do.

Key: N—never; O—often; S—sometimes.

Examples

- A. Continued stories (I read them *sometimes*) N (S) O
 B. Wars and crimes (I *often* read them) N S (O)
 C. Amusements (I *never* read them or do not know them)... (N) S O

Think carefully about each item. Do not hurry. Circle the letter which describes your reading, radio, and motion picture habits.

1. NEWSPAPERS

What parts of the papers do you read?

Comics	N	S	O	Current events	N	S	O
Pictures	N	S	O	Columns	N	S	O
Athletics	N	S	O	Essays	N	S	O
Crime and accidents	N	S	O	Book reviews	N	S	O
Cartoons	N	S	O	Editorials	N	S	O

2. MAGAZINES

What types of magazines do you read?

Romance monthlies	N	S	O	Weekly news magazine	N	S	O
Pictorials	N	S	O	Technical discussion	N	S	O
Adventure monthlies	N	S	O	Digests	N	S	O
Humor	N	S	O	Controversial	N	S	O
Sport	N	S	O	Literary	N	S	O

3. BOOKS

What kind of books do you read?

Romance	N	S	O	Plays	N	S	O
Sport	N	S	O	History	N	S	O
Mystery	N	S	O	Poetry	N	S	O
Aviation	N	S	O	Biography	N	S	O
Adventure	N	S	O	Classics	N	S	O

4. READING INTERESTS

In most of your reading what themes interest you?

Excitement	N	S	O	Current news	N	S	O
Movies	N	S	O	Politics	N	S	O
Mystery	N	S	O	Technical	N	S	O
Sports	N	S	O	Artistic	N	S	O
Humor	N	S	O	Scientific	N	S	O

5. REASONS FOR READING

What reasons do you have for reading?

To pass the course	N	S	O	To keep up to date	N	S	O
To get good grades	N	S	O	To aid conversation	N	S	O
To get excitement	N	S	O	To know how people act	N	S	O
To organize speeches	N	S	O	To enrich appreciation	N	S	O
To be amused	N	S	O	To grow intellectually	N	S	O

6. STYLE OF WRITERS

What kinds of style or thought do you read?

Easy words	N	S	O	Long paragraphs	N	S	O
Exciting thought	N	S	O	Good description	N	S	O
Short paragraphs	N	S	O	Big words	N	S	O
Factual information	N	S	O	Classical references	N	S	O
Concrete ideas	N	S	O	Abstract thought	N	S	O

7. KINDS OF WRITERS

What statements describe the kinds of authors whom you read?

Unheard of before	N	S	O	Widely read, popular	N	S	O
Little known	N	S	O	Well known	N	S	O
Seldom discussed	N	S	O	Modern but distinguished	N	S	O
Sometimes discussed	N	S	O	Read for generations	N	S	O
See their work often	N	S	O	Praised by critics	N	S	O

8. PROFIT FROM READING

What do you usually get from the time spent in reading?

"Passes the time"	N	S	O	Understanding of nature	N	S	O
Humor	N	S	O	Knowledge of places	N	S	O
Excitement, adventure	N	S	O	Knowledge of current events..	N	S	O
"I get away from myself"....	N	S	O	Knowledge of social events ...	N	S	O
Vocational efficiency	N	S	O	Intellectual understanding ...	N	S	O

9. RADIO PROGRAMS

What do you select on the dial?

"Hot" music	N	S	O	Political commentators	N	S	O
Crooners	N	S	O	News	N	S	O
Wild comedy	N	S	O	Drama	N	S	O
Crimes and vigilantes	N	S	O	Grand opera	N	S	O
Soft jazz	N	S	O	Symphony compositions	N	S	O

10. MOTION PICTURES

What do you select on the screen?

Modern romance	N	S	O	Dance revues	N	S	O
Crimes and accidents	N	S	O	Educational news	N	S	O
Westerns	N	S	O	Biographical drama	N	S	O
Aviation	N	S	O	Classical drama	N	S	O
Comedies	N	S	O	Sophisticated plays	N	S	O

Scoring the Inventory

Under each of the ten categories, the scorer is confronted with a type of scoring problem, and is provided with a solution: The N responses count 0; the S responses, 1; the *first* five O responses in each group, 2, and the *second* five O responses in each group, 4.

Example

NEWSPAPERS

What parts of the papers do you read?

Comics	N	S	⊙ = 2	Current events	N	S	⊙ = 4
Pictures	N	⊙	O = 1	Columnists	N	⊙	O = 1
Athletics	N	⊙	O = 1	Essays	N	⊙	O = 1
Crimes and accidents	N	S	⊙ = 2	Book reviews	N	S	⊙ = 4
Cartoons	N	S	⊙ = 2	Editorials	N	⊙	O = 1

Total = 19

Practice soon results in ready addition without posting item values and takes less than a minute of time for scoring the ten categories. Research has shown the scores to be highly valid and reliable.

Grade Percentile Rankings:

From administration of the Inventory to over 7,000 junior and senior high school students the following norms have been established:

GRADE NORMS*(7,290 Students)***QUALITY OF READING EXPERIENCES**

<i>Grades</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
Percentiles						
95	166	178	186	198	206	218
90	156	163	172	177	186	194
80	143	145	156	163	180	183
75	138	139	151	158	165	168
70	130	134	136	143	148	154
60	122	124	135	139	145	147
Median 50	113	115	126	128	130	139
40	105	107	119	122	126	132
30	103	104	110	114	122	126
25	99	101	105	110	117	121
20	88	90	99	106	114	119
10	83	85	87	95	98	109

SUMMARY

1. Evaluation is the process of gathering, interpreting, and using evidence of growth in the way students think, feel, and act. It includes educational measurement and other types of appraisal as well.
2. The learner functions as a unit. As growth is comprehensive, so must be its evaluation. Otherwise teaching and learning may result only in the artificial memorization of factual information.
3. What is evaluated determines what is taught.
4. Few tests or other materials can be purchased to measure functional outcomes. These must be teacher-constructed.
5. As much objective measurement as possible should be used. However, to appraise the greater outcomes—understanding, attitudes, and changes in the way students listen, speak, read, and write—questionnaires, check lists, interviews, and observation are indispensable.
6. Since evaluation is an integral part of teaching, growth toward its objectives should be a constant challenge.

CHAPTER V

SUPPLEMENTARY MATERIALS

1.

A LIST OF ADOLESCENT PREFERENCES IN BOOKS

The list of books which follows is a compilation of some pupil preferences as indicated in a study made among Pennsylvania school pupils in grades seven through twelve. Pupils from all parts of the State were asked, "What books have you read that you have really liked?"

More than thirty thousand pupils indicated choices. Returns represent a good cross section of the pupils' reading preferences in cities, towns, and rural high schools throughout the State.

Titles were tabulated and a key number assigned to each. The books on the final list, which were indicated the least number of times under *Pupil Preference*, were given a key number "1." Each key number indicates the relative number of times the book was selected by pupils. Thus, a book with a key number "2" was selected by twice as many pupils as one with a key number "1," and a book with a key number "100" was selected by 100 times as many pupils as a book with a "1" key and fifty times as many as a book with a key number "2."

This list is not offered as a suggested list of readings. It is offered to indicate what pupils say they like. The books that pupils like are the books they are likely to read. The list may indicate some books which might well be used in school. It may be used as a point of departure in any effort to develop an effective well-motivated reading program.

The following key is provided with individual judgments (1-2-3-4-5) of a number of librarians with respect to difficulty:

M—for mature readers

D—difficult to read

Y—for young readers

ND—not difficult to read

<i>Title and Author</i>	<i>Type</i>	<i>Pupil Preference</i>	<i>Publisher</i>	<i>Readers</i>		<i>Difficulty</i>	
				<i>M</i>	<i>Y</i>	<i>D</i>	<i>ND</i>
Abe Lincoln in Illinois Sherwood, R. E.	Play	2	Scribner	—	—	—	2
Abe Lincoln's Other Mother Bailey, B.	Biography	3	Messner	—	—	—	1
Adam of the Road Gray, E. J.	History	1	Viking	—	2	1	1
Adrift On An Ice-Pan Grenfell, W. T.	Adventure	6	Houghton	—	2	—	2
Adventures of Buffalo Bill Cody, W. F.	Biography	1	Harper	—	1	—	2
Adventures of Huckleberry Finn Clemens, S. L.	Adventure	16	World Publishing	—	3	—	3
Adventures of Johnny Applesed Chaplin, H.	Adventure	1	Grosset	—	3	—	1
Adventures of Marco Polo Polo, M., Walsh, R., ed.	Travel	1	Day—De Luxe Text	—	—	—	1
Adventures of Sherlock Holmes Doyle, C.	Mystery	4	Harper	—	—	—	3
Adventures of Tom Sawyer Clemens, S. L.	Adventure	31	Ginn	—	2	—	3
Air Force Diary Straubel, James H., ed.	Adventure	2	Simon & Schuster	—	—	—	1
Air Patrol Lent, Henry B.	Adventure	2	Macmillan	—	1	—	1
All American Tunis, J. R.	Sports	16	Harcourt	—	1	—	3
Alice Adams Tarkington, B.	Home and Family	2	Grosset	2	—	—	3
All Conference Tackle Jackson, Paul C.	Sports	4	Crowell	—	1	—	2
All This and Heaven Too Field, R.	Romance	7	Macmillan	5	—	—	—
All Quiet on the Western Front Remarque, E.	War	3	Little	4	—	—	—
Alone Byrd, R. E.	Biography	2	Putnam	2	1	—	1
Along Janet's Road Dalglish, Janet	Romance	1	Scribner	—	2	—	1
Amboy Dukes Shulman, Irving	Home and Family	5	Garden City	2	—	—	—
Amelia Earhart, Heroine of the Skies Garst, S.	Biography	2	Messner	1	—	—	1
American Guerilla in the Philippines Wolfert	War	1	Simon & Schuster	3	—	—	1
And Now Tomorrow Field, R.	Romance	2	Macmillan	—	—	—	1
And Pass the Ammunition Forgy, Howell	War	1	Appleton-Century	—	—	—	1
Andersen's Fairy Tales		4	Several	—	3	—	1
Angry Planet Cross, J. K.	Adventure	3	Coward-McCann	—	1	—	2
Ann Bartlett, Navy Nurse Johnson, M.	Careers	1	Crowell	—	1	—	2
Ann Bartlett in the South Pacific Johnson, M.	Adventure	3	Crowell	—	1	—	3
Ann Lawrence of Old New York Malvern, Gladys	Biography	1	Messner	—	3	—	3
Anne of Green Gables Montgomery, L. M.	Romance	90	Grosset	—	2	—	3
Apostle Asch, S.	Religion	4	Putnam	4	—	1	—
Apple in the Attic Jordan, M.	Folk tale	4	Knopf	2	1	—	1

<i>Title and Author</i>	<i>Type</i>	<i>Pupil Preference</i>	<i>Publisher</i>	<i>Readers</i>			<i>Difficulty</i>	
				<i>M</i>	<i>Y</i>	<i>D</i>	<i>D</i>	<i>ND</i>
Trooper: U. S. Army Dog Watson, H. O.	Animal—War	56	Houghton	—	1	—	—	2
Captain: An Army Mule Crockett, L. H.	Animal—War	2	Holt	—	—	—	—	3
Arrowsmith Lewis, S.	Career	5	Harcourt	4	—	—	—	—
As the Earth Turns Carroll, Gladys, H.	Farm Life	2	Macmillan	2	—	—	—	1
Atoms in Action Harrison, G. R.	Physics	75	Morrow	1	—	—	—	—
Aviation Cadet Lent, H. B.	Career	13	Macmillan	—	1	—	—	3
Away to Sea Meader, S. W.	Adventure	2	Harcourt	—	—	—	—	1
A.W.O.L.: K-9 Commando Shurtleff, B.	War	6	Bobbs	—	—	—	—	1
Blackboard Magic Brier, H. M.	Sports							
Back to Treasure Island Calahan, H. A.	Basketball	2	Random House	—	1	—	—	1
Barretts of Wimpole Street Bestier, Rudolf	Adventure at Sea	14	Vanguard	—	1	—	—	3
Baseball for Everyone DiMaggio, J. P.	Play—Bio.	6	Little	4	—	—	—	1
Basketball Murphy, C.	Sports	4	McGraw	—	1	—	—	2
Bat: The Story of a Bull Terrier Meader, S.	Sports	3	Barnes	—	—	—	—	1
Bat Boy of the Giants Garreau, G.	Animal	9	Harcourt	—	—	—	—	3
Battle is the Pay Off Ingersoll, R.	Sports	2	Westminster	—	1	—	—	2
Battle Stations Hudson, A.	War	7	Harcourt	1	—	—	—	—
Beau Geste Wren, P. C.	War	5	Macmillan	2	—	—	—	—
Behind the Curtain Gunther, J.	War	3	Lippincott	4	—	—	—	1
Behind the Silken Curtain Crum, B. C.	Lands and Peoples	2	Harper	5	—	—	—	—
Bells of St. Mary's Martin, George Victor	Lands and Peoples	75	Simon & Schuster	—	—	—	—	—
Ben and Me Lawson, Robert	Romance	73	Bantam Books	1	—	—	—	1
Ben Hur Wallace, Lew.	Biography	5	Little	—	3	—	—	1
Bend in the Road, A Raymond, M. T.	History	15	Harper	1	—	—	—	—
Best Twig, The Canfield, Dorothy	Careers	2	Longmans	1	1	—	—	—
Betsy In Spite of Herself Lovelace, Maud Hart	Romance	3	Holt	1	—	—	—	2
Betty Zane Grey, Zane	Romance	13	Crowell	—	3	—	—	2
Beverly Gray, College Mystery Series	Adventure	8	Grosset	—	—	—	—	2
Big Doc's Girl Medcarts, Mary	Mystery	9	Grosset	—	—	—	—	1
	Careers	2	Lippincott	2	—	—	—	2

<i>Title and Author</i>	<i>Type</i>	<i>Pupil Preference</i>	<i>Publisher</i>	<i>Readers</i>		<i>Difficulty</i>	
				<i>M</i>	<i>Y</i>	<i>D</i>	<i>ND</i>
Big Enough James, Will	Western	2	World Publishing	—	—	—	1
Big Fisherman, The Douglas, Lloyd C.	Religion	35	Houghton	4	—	—	—
Big Knife Wilson, W. E.	Biography	4	Random House	—	2	—	3
Favorite Baseball Stories Stern, Bill	Sports	2	Garden City	—	—	—	1
Bishop's Mantle, The Turnbull, Agnes Sligh	Romance	26	Macmillan	4	—	—	—
Bittersweet Harper, Martha B.	War	2	Longmans	—	—	—	2
Black Boy Wright, Richard	Biography	5	Harper	2	—	—	—
Black Buccaneer, The Meader, Stephen	Adventure	2	Harcourt	—	—	—	3
Black Dog Mystery Queen, Ellery, Jr.	Mystery	2	Lippincott	—	—	—	1
Black Magic Edelstadt, Vera	Mystery	19	Knopf	—	—	—	—
Black Stallion Farley, Walter	Animal	144	Random House	—	2	—	2
Black Stallion Returns Farley, Walter	Animal	11	Random House	—	2	—	2
Black Storm Hinkle, Thomas C.	Adventure	3	Morrow	—	—	—	1
Black Tanker Pease, Howard	Animal	7	Doubleday	—	1	—	2
Blaze Face Hinkle, Thomas C.	Romance	2	Morrow	—	1	—	1
Blaze of Noon Genn, Ernest	Sports	9	Holt	—	—	—	1
Blazed Trails For Anglers Clafin, Bert	Sports	4	Knopf	—	—	—	3
Blocking Back Chute, B. J.	Sports	41	Macmillan	—	1	—	3
Blue Horizon Thompson, M. W.	Adventure	1	Longmans	—	1	—	1
Blueberry Mountain Meader, Stephen W.	Adventure	9	Harcourt	—	—	—	3
Bob Vincent, Veterinarian Evans, Edna H.	Career	1	Dutton	—	—	—	1
Bomber Pilot Harkins, Philip	Career	2	Harcourt	—	—	—	2
Bonny's Boy Reznitzer, F. E.	Biography	2	Winston	—	1	—	1
Booker T. Washington: Educator and Interracial Interpreter Mathews, B. J.	Biography	2	Harvard Univ. Pr.	—	—	—	1
Bolany Bay Nordhoff, C. & Hall, J. N.	Adventure	2	Little	—	—	—	1
Favorite Boxing Stories Stern, Bill	Sports	9	Garden City	—	—	—	2
Boy at Gettysburg, A Singmaster, Elsie	War	2	Houghton	—	3	—	2
Boy on Horseback Steffens, Lincoln	Autobiography	4	Harcourt	1	—	—	3
Boy With a Park Meader, Stephen W.	Adventure	4	Harcourt	—	1	—	2
Boy's King Arthur, The Lanier, Sidney	Legend	12	Scribner	—	2	—	2
Boy's Life of Abraham Lincoln Nicolay, Helen	Biography	2	Appleton-Century	—	—	—	4

<i>Title and Author</i>	<i>Type</i>	<i>Pupil Preference</i>	<i>Publisher</i>	<i>Readers</i>		<i>Difficulty</i>	
				<i>M</i>	<i>Y</i>	<i>D</i>	<i>ND</i>
Boy's Life of Edison Meadowcroft, William H.	Biography	1	Harper	—	—	—	4
Bramble Bush Dickinson, Marguerite		2	Nelson	—	1	—	4
Brass Keys of Kenwick, The Seaman, Augusta H.	Mystery	2	Doubleday	—	1	—	1
Brave Companions Knight, Ruth Adams	Adventure	3	Doubleday	—	1	—	1
Brave Frontier Orton, Helen Fuller	Adventure	6	Lippincott	—	—	—	2
Brave Nurse; True Stories of Heroism							
Newcomb, Ellsworth	Career	2	Appleton-Century	—	—	—	2
Brentwood Hill, Grace L.	Romance	1	Grosset	—	—	—	2
Bride of Fortune Kane, Harnett, T.	War	4	Doubleday	3	—	—	1
Bridge of San Luis Rey Wilder, Thornton	Other places	4	Grosset	4	—	—	1
Bright April De Angeli, Marguerite	Fiction	2	Doubleday	—	2	—	—
Bright Horizons Emery, Anne	Fiction	2	Putnam	—	1	—	—
Bright Island Robinson, Mabel	Fiction	2	Random House	—	1	—	1
Bright Spurs Von Tempiski, Armine	Adventure	3	Dodd	—	—	—	1
New Modern American and British Poetry							
Untermeyer, Louis		17	Harcourt (1939 Ed.)	—	—	—	—
Brooklyn Dodgers, The Graham, Frank	Sports	3	Putnam	—	1	—	3
Buckskin Hinkle, Thomas C.	Animal	2	Morrow	—	—	—	2
Buff a Collie Terhune, A. P.	Animal	5	Grosset	—	1	—	1
Bungalow Mystery, The Keene, Carolyn	Mystery	7	Grosset	—	—	—	1
Buried Alive Bennett, Arnold	Adventure	2	Doran	3	—	—	—
Burnished Blade, The Schoonover, Lawrence	Adventure	4	Macmillan	2	—	—	—
Burma Surgeon Seagrave, Gordon	War—Doctor	2	Norton	4	—	—	1
Burma Surgeon Returns Seagrave, Gordon	War—Doctor	3	Norton	3	—	—	1
By Rocket to the Moon Gall, Otto W.	Adventure	2	Dodd	—	1	—	1
Caddie Woodlawn Brink, Carol R.	Home and family	15	Macmillan	—	3	—	2
Calamity Town Brink, Carol R.	Mystery	3	Pocket Books	—	—	—	2
Call of the Canyon Grey, Zane	Adventure	2	Grosset	—	—	—	2
Came a Cavalier Keyes, F. P.	Romance	5	Messner	2	—	—	—
Candy Kane Lambert, Janet	Romance	15	Dutton	—	1	—	2
Captain Blood Sabatini, Rafael	Adventure	82	Houghton	2	—	—	4
Captains Courageous Kipling, Rudyard	Adventure	16	Doubleday	—	—	—	2

<i>Title and Author</i>	<i>Type</i>	<i>Pupil Preference</i>	<i>Publisher</i>	<i>Readers</i>			<i>Difficulty</i>
				<i>M</i>	<i>Y</i>	<i>D</i>	
Captain from Castle Shellbarger	Historical Novel	56	Little, Brown	3	—	—	1
Captain Kidd and His Skeleton Islands, Wilkins, Harold T.	Adventure		Liveright	—	—	—	1
Captain John Smith Holberg, Ruth L.	Biography	5	Crowell	—	—	—	1
Career for Jennifer De Leeuw, Adele	Careers—Photo.	2	Macmillan	—	1	—	4
Carol Goes Back Stage Boylston, Helen	Careers—Theater	3	Little	—	1	—	3
Carol on Broadway Boylston, Helen	Careers—Theater	3	Little	—	1	—	3
Careers of Cynthia Berry, Erick	Careers—Decorat- ing	2	Harcourt	—	—	—	2
Chain, The Wellman, Paul I.	Religion	49	Doubleday	2	—	—	—
Cheaper by the Dozen, Gillbreth, Frank B. and Ernestine	Home and Family	262	Crowell	1	—	—	3
Cherry Ames, the Army Nurse Wells, Helen	Careers—Nursing	3	Grosset	—	—	—	2
Cherry Ames Nurse Series Wells, Helen	Careers—Nursing	13	Grosset	—	—	—	2
Chicago Bears Roberts, Howard	Sports	2	Putnam	—	—	—	1
Chicken Every Sunday Taylor, Rosemary	Family	23	Pocket Books	1	—	—	3
Chopin Gromowicz, Antoni	Biography	3	Nelson	—	—	—	3
Christmas Carol Dickens, Charles	Character Study	272	Dutton	—	1	—	4
Chuckie Bait Scoggin, M. C.	Humorous	3	Knopf	1	—	—	1
City of London Marshall, Perry, Tunis	History	19	Harcourt	—	—	—	4
Claudia Frank	Romance	5	Pocket Books	1	—	—	—
Clara Barton Pace, M. M.	Bio.—Nursing	13	Scribners	—	—	—	3
Clara Barton, Nurse Stevenson, A.	Bio.—Nursing	4	Bobbs	—	—	—	1
Claudia and David Frank	Home and Family		Pocket Books	2	—	—	1
Clear for Action Meader, S. W.	Adventure	2	Harcourt	—	—	—	1
Clementine Goodin, P.	Romance, Teen- age	6	Dutton	—	—	—	2
Clover Creek Paschall, N. (Trotter, Grace)	Romance	9	Nelson	—	—	—	3
Clowning Through Baseball Schacht, Al.	Sports	2	Barnes	—	—	—	2
Clue in the Diary Keene, C.	Mystery	3	Grosset	—	—	—	1
Coast Guard Cadets Bell, Kensel	Careers	2	Dodd	—	—	—	3
Code of the West Grey, Z.	Adventure	71	Grosset	—	—	—	1

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				<i>M</i>	<i>Y</i>	<i>D</i>	<i>ND</i>
College on Horseback Hall, E. G.	Romance	2	Random	—	—	—	3
Come In Winifred Olds, H. D.	Fiction	3	Messner	—	—	—	2
Connecticut Yankee in King Arthur's Court, S. L. Clemens (Mark Twain)	Adventure	185	Harper	—	—	—	4
Connie Mack Lieb, F. G.	Sports	8	Putnam	—	—	—	2
Courtship of Miles Standish Longfellow	Poem	48	Houghton	—	—	—	3
Covered Wagon Hough, E.	Adventure	26	Grosset	—	—	—	4
Cow Country James, Will	Western	2	Grosset	—	—	—	3
Crazy Weather McNichols, C. L.	Mohave Indians	2	Macmillan	—	—	—	3
Crimson Roses Hill, G. L.	Romance	2	Grosset	—	—	—	1
Crisis, The Churchill, Winston	War	4	Macmillan	3	—	—	—
Cross Creek Rawlings, M. K.	Autobiography	3	Scribner	3	—	—	—
Curtain Going Up Malvern, Gladys	Biography	9	Messner	—	—	—	1
Cutlass Empire Mason, F. Van Wyck	Adventure	6	Doubleday	1	—	—	—
Cyrano De Bergerac Rostand, Edmond	French Drama	33	Harper	3	—	—	—
Daddy Longlegs Webster, Jean	School Life	12	Appleton	—	1	—	3
Danger to Windward Sperry, Armstrong	Adventure	2	Winston	—	—	—	—
Daniel Boone Daugherty, James	Biography	19	Viking	—	1	—	1
Daniel Boone—Master of the Wilderness. Bakeless, J.	Biography	2	Morrow	—	—	—	3
Daniel Boone, Wilderness Scout White, Stewart E.	War	2	Doubleday	—	—	—	3
Dark Horse James, Will	Animal	6	Grosset	—	—	—	2
Date for Diane Headley, Elizabeth	Romance	26	Macrae Smith	—	—	—	2
Daughter of Time White, Nella, Gardner	Character Study	2	Macmillan	—	—	—	1
Dave Dawson of the Flying Tigers. Brown, Sidney Q.	War	2	Crown	—	—	—	1
Dave Dawson Series Brown, Sidney R.	Adventure	4	Crown	—	—	—	1
David Copperfield Dickens—Merrill Paine, ed.	Times and Places	109	Harcourt	—	—	—	1
Davy Crockett Rourke, Constance	Biography	6	Harcourt	2	—	—	3
David Livingstone: Foe of Darkness Eaton, Jeannette	Biography	2	Morrow	—	—	—	1
Day Must Dawn Turnbull, Agnes S.	Family	6	Macmillan	2	—	—	1
Death Be Not Proud Gunther, John	Illness	39	Harper	2	—	—	—
Death Comes for the Archbishop Cather, Willa	Religion	3	Knopf	3	—	—	—

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				<i>M</i>	<i>Y</i>	<i>D</i>	<i>ND</i>
Deeper The Heritage Elwood, Muriel	Revolutionary War	2	Scribner	—	—	—	2
The Deerslayer Cooper, J. F.	Adventure	37	Dutton	—	—	—	3
Desert Gold Grey, Zane	Western	5	Grosset	—	—	—	2
Dinner at Antoine's Keps, F. P.	Mystery	43	Messner	3	—	—	—
Disputed Passage Douglas, Lloyd C.	Romance	6	Grosset	2	—	—	1
D. A. Takes a Chance Gardner, E. S.	Mystery	17	Morrow	—	—	—	2
District Nurse Faith Baldwin	Romance	2	Pocket Books	—	—	—	2
Doctor Doolittle, Story of Lofing, H.	Fantasy	3	Lippincott	—	—	—	2
Doctor Ellen DeLecuw, A.	Vocational	6	Lippincott	—	3	—	2
Dr. Jekyll and Mr. Hyde Stevenson, R. L.	Mystery	34	Macmillan	—	—	—	2
A Dog Named Chips Terhune, Albert Payson	Animals	4	Nelson	2	—	—	1
Dog of War Downey, F.	Animals	4	Grosset	—	1	—	1
Don Marshall Announcer Ford, Edward	Vocational	18	Dodd	—	—	—	2
Donald Duck and the Alaskan Gold	Humor	2	Macrae	—	—	—	1
Down the Stretch Menke, F. G.	Sports	18	Simon	—	1	—	—
Dragon's Teeth, The Sinclair, U.	War	5	Barnes	—	—	—	2
Dragon Seed Buck, P.	Lands & People	20	Viking	2	—	—	—
Dragonwyck Seton, A.	Romance-	16	Day	4	—	—	—
Driftwood Valley Stanwell-Fletcher, T. C.	Mystery	76	Houghton	3	—	—	—
Drums Along the Mohawk Edmonds, W. D.	Animals	31	Little	1	—	—	2
Duke Decides, The Tunis, J. R.	Adventure	25	Little	1	—	—	2
Dusty Davison, F. D.	Sports	4	Harcourt	—	—	—	4
Dusty of the Double Seven Dean, G. M.	Animals—dog	6	Coward	—	—	—	2
Egg and I, The MacDonald, B.	Western	74	Viking	—	—	—	3
Eisenhower Was My Boss Summersby, K.	Family Life	15	Lippincott	—	—	—	3
Elbow Island Mystery Wolverton, E. F.	Biography	2	Prentice	1	—	—	2
Enchanted Barn Hill, G. L.	Mystery	8	Lothrop	—	—	—	1
Everglade Gold Sackett, B.	Romance	73	Grosset	—	—	—	2
Excuse My Dust Partridge, B.	Adventure	2	Random	—	—	—	1
Fair Adventure Gray, E. J.	Humor	3	Grosset	1	—	—	1
	Romance	3	Viking	—	—	—	2

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				M	Y	D	ND	
Fair Stood the Winds for France Bates, H. E.	War	3	Little	1	—	—	—	—
Famous Dog Stories Cooper, P.	Animals	6	Doubleday	—	—	—	—	1
Father of the Bride Streeter, E.	Humor	3	Simon & Schuster	2	—	—	—	1
Fielder From Nowhere Scholz, J.	Sports	7	Morrow	—	—	—	—	3
Fifty Famous Americans Huff and Huff	Biography	74	Doubleday	1	—	—	—	1
Fighting Caravans Grey, Z.	Western	2	Grosset	—	—	—	—	2
Fighting Coach Scholz, J.	Sports	9	Morrow	—	—	—	—	3
Fighting Frigate Hungerford, E. B.	Adventure	3	Wilcox & Follett	—	—	—	—	1
Fire Stewart, G. R.	Forest Fires	3	Random House	1	—	—	—	—
Fire Fighters Distlehorst, N.	Courage	2	Wilcox & Follett	—	—	—	—	2
Flight into Danger Masin, F.	Adventure	3	Lippincott	—	—	—	—	2
Florence Nightingale Richards, L. E.	Biography	14	Appleton-Century-Crofts	—	—	—	—	3
Flowing Gold Flaherty, J. J.	Adventure—oil	11	Lippincott	—	—	—	—	1
Foghorns Pease, H.	Mystery	2	Doubleday	—	—	—	—	—
Footprints on the Sand Porter, E. W.	Adventure	4	Macmillan	—	—	—	—	2
Forest Patrol Kjelgaard, J.	Careers	3	Holiday	—	—	—	—	2
Forlorn River Grey, Z.	Western	4	Grosset	—	—	—	—	2
Fox-Fire Robinson, Gertrude	Adventure	3	Dutton	—	—	—	—	2
Francis Stern, Davis	Animals—mules	2	Farrar, Straus	—	—	—	—	1
Freckles Stratton-Porter, Gene	Adventure	9	Grosset	—	—	—	—	3
Gail Gardner Wins Her Cap Sutton, Margaret	Careers—Nursing	2	Dodd	—	1	—	—	3
Gashouse Gang Stockton, J. Roy	Sports	2	Barnes, A. S.	—	—	—	—	1
Gateway Walden, Amelia Elizabeth	Romance	7	Morrow	—	—	—	—	2
Gauntlet Street, James	Biography	9	Doubleday	2	—	—	—	1
Gentleman from Indiana Tarkington, Booth	Carcer	2	Grosset	—	—	—	—	1
George Washington Carver Holt, Rackham	Biography	8	Doubleday	—	—	—	—	2
Gettysburg Storrick, W. C.	War	2	Mt. Pleasant	—	—	—	—	2
Gid Granger Davis, Robert	Sports	3	Holiday	—	—	—	—	2
Girl Can Dream, A Cavanaugh, Betty	Romance	12	Westminster	—	—	—	—	3
Girl in White Armor, The Paine, Robert G.	Biography	2	Macmillan	—	—	—	—	3
(Joan of Arc for Young People)								
Girl of the Limberlost Stratton-Porter, Gene	Romance	50	Grosset	—	1	—	—	4

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				<i>M</i>	<i>Y</i>	<i>D</i>	<i>D</i>	<i>ND</i>
Girl of the Woods Hill, Grace Livingston	Romance	2	Grosset	—	—	—	—	2
Girls of 64 Knipe, Emilie B., & Alden A.	Romance	3	Macmillan	—	—	—	—	2
Glamorous Dolly Madison Desmond, Alice Curtis	Biography	2	Dodd	—	—	—	—	1
Gloria, Ballet Dancer Malvern, Gladys	Careers	13	Messner	—	—	—	—	3
Glory Be! Lambert, Janet	Romance	6	Dutton	—	—	—	—	2
Goal to Go Scholz, Jackson	Sports	15	Morrow	—	—	—	—	4
Going on Sixteen Cavanna, Betty	Adolescence	71	Westminster	—	—	—	—	3
Gold Shoe Hill, Grace Livingston	Romance	2	Grosset	—	—	—	—	2
Golden Sovereign Lyons, Dorothy	Horses	9	Harcourt	—	—	—	—	1
Good Field, No Hit Becker, Duane	Sports	5	Morrow	—	—	—	—	2
Granite Harbor Bird, Dorothy	School Life	2	Macmillan	—	—	—	—	4
Great Stone Face, and other stories of the White Mountains by Hawthorne	Legend	80	Houghton	—	—	—	—	4
Greatest Story Ever Told, The Oursler, Fulton	Religions	9	Doubleday	1	—	—	—	1
Green Bay Packers Arch Ward	Sports	2	Putnam	—	—	—	—	1
Green Grass of Wyoming O'Hara, Mary	Animals	161	Lippincott	1	—	—	—	3
Green Years, The Cronin, A. J.	Othertimes	59	Little	3	—	—	—	—
Gridiron Challenge Scholz, Jackson	Sports	6	Morrow	—	—	—	—	3
Haunted Book Shop Morley, Christopher	Mystery	2	Lippincott	2	—	—	—	2
Haunted Bridge Kenne, Carolyn	Mystery	2	Grosset	—	—	—	—	2
Haunted House, The, and other short stories, Woolf, Virginia	Short Story	2	Harcourt	—	—	—	—	2
Heart of Danger Pease, Howard	Adventure	12	Doubleday	—	—	—	—	2
Hearth and Eagle Setan, Anya	Romance	2	Houghton	3	—	—	—	—
Heaven to Betsy Lovelace, Maude Hart	Romance	9	Crowell	—	3	—	—	3
Heidi's Children Tritten, Charles (Thrushwood, ed.)	Other Times and Places	9	Grosset	—	3	—	—	1
Here I Stay Coatesworth, Elizabeth	Country Life	5	Coward-McCann	—	—	—	—	2
Here is Your War Pyle, Ernie	War	10	Holt	—	3	—	—	1
Hiawatha Longfellow, Henry W., ed. by C. S. Osborn & S. Osborn	Poem	2	Ronald	—	—	—	—	3
Hidden Staircase, The Keene, Carolyn	Mystery	24	Grosset	—	—	—	—	2

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				<i>M</i>	<i>Y</i>	<i>D</i>	<i>ND</i>
High Courage Anderson, C. W.	Animal	2	Macmillan	—	—	—	—
High Road to Adventure Pease, Howard	Adventure	2	Doubleday	—	—	—	—
Highpockets Tunis, John R.	Sports	8	Morrow	—	—	—	4
High Stepper Watson, Helen O.	Circus and Horses	2	Houghton	—	1	—	1
Hill Doctor Skidmore, Hubert	Career	27	Doubleday	—	—	—	3
Hill Haven Thompson, M. W.	Vocational Story	2	Longmans	—	—	—	2
Hiroshima Hersey, John	War	8	Knopf	3	—	—	—
Hit and Run Decker, Duane	Sports	5	Morrow	—	—	—	2
Hitty—Her First Hundred Years Field, Rachel	Biography	8	Macmillan	—	5	—	—
Home for Christmas Douglas, Lloyd C.	Story	2	Houghton	2	—	—	3
Home Sweet Homicide Rice, Craig	Mystery	2	Pocket Bks.	—	—	—	2
Ho-Ming, Girl of New China Lewis, Elizabeth F.	Other Lands	2	Winston	—	—	—	—
Honor Girl Hill, Grace L.	Home and Family	3	Grosset	—	—	—	3
Horse to Remember, A Eames, Genevieve T.	Animal	2	Messner	—	1	—	1
House of Seven Gables, The Hawthorne, Nathaniel	Home and Family	217	Houghton or Scott	2	—	—	2
House on the Cliff, The Dixon, Franklin W.	Romance	11	Grosset	—	—	—	2
How Green Was My Valley Llewellyn, Richard	Other Times and Places	149	Macmillan	4	—	—	1
How to Play Better Baseball							
Hull-Down for Action Barbour, R. and La Mar, Sarta	Sports	4	Appleton-Century	—	—	—	—
Human Comedy, The Sperry, Armstrong	Sea Stories	5	Doubleday	—	—	—	3
Hurricane Weather Saroyan, William	American Family	2	Harcourt	4	—	—	1
Hurricane Yank Pease, Howard	Adventure	18	Doubleday	—	—	—	2
I Dive for Treasure Montgomery, Ruthenford	Adventure	3	McKay	—	—	—	2
I Married Adventure Rieseberg, Harry	Adv.—Science	3	Dodd	—	—	—	1
I Never Left Home Johnson, Osa	Adv.—Africa	35	Lippincott	1	—	—	4
I Remember Mama Hope, Bob	Humor—Biography	12	Simon & Schuster	—	—	—	3
I Served on Bataan Van Drueten, John	Home-life	20	Harcourt	1	—	—	4
I Wanted to See Redmond, Juanita	War	2	Lippincott	1	—	—	3
	Autobiography	2	Macmillan	—	—	—	2

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				<i>M</i>	<i>Y</i>	<i>D</i>	<i>ND</i>
I Wanted Wings Lay, B., Jr.	Careers	2	Harper	—	—	—	2
Idylls of the King Tennyson	Poem	98	Oxford	—	—	—	3
Indian Captive Lewski, Lois	Adventure	4	Lippincott	—	—	—	2
Inside F. B. I. Floherty, John	Careers	—	Lippincott	—	—	—	3
Inside U. S. A. Gunther, John	Adventure	193	Harper	5	—	—	—
Introducing Essays Leonard, S. A.	Essays	22	Scott	2	—	—	—
Iron Duke, The Tunis	Sports—Football	28	Harcourt	—	—	—	4
Island Stallion Farley, Walter	Animals	11	Random House	—	—	—	4
Isle of Que, The Elsie Singmaster	Home and Family	4	Longmans	—	—	—	3
Ivanhoe Scott, Walter	Times and Places	200	Dodd	2	—	—	2
Jane Eyre Bronte, Charlotte	Romance	280	Dodd	2	—	—	2
Jane Hope Gray, Elizabeth	Family Life	3	Viking	—	—	—	3
Janice Meredith Paul L. Ford	Historical	3	Dodd	1	—	—	3
Janice, Airline Hostess Hager, Alice	Careers	2	Messner	—	—	—	3
Jeff Roberts, Railroadier Ford, E.	Careers	3	Macrae Smith	—	—	—	3
Jill, Movie Maker Olds, Helen	Careers	4	Messner	—	—	—	2
Jim Davis (Newberry classics) Masefield, John	Adventure	5	McKay	—	—	—	3
Jinx Ship Pease, Howard	Sea Story	6	Doubleday	—	—	—	3
Joan of Arc Belloc, Hilaire	Biography	195	McMullen	—	—	—	1
Jo's Boys Alcott, Louisa May	Home and Family	15	Grosset	2	—	—	2
Joe DiMaggio—His thrilling story Schoor, Gene	Biography	57	Fell, F.	—	—	—	1
Joe Louis, American Miller, Margery	Biography	3	Wyn	—	—	—	1
John Marshall: Boy of Young America Monseil, Helen Albee	Biography	2	Bobbs	1	—	—	—
John Paul Jones: Salt-water boy Snow, Dorothea	Adventure	6	Bobbs	—	—	—	2
Jonathan Goes West Meader, Stephen W.	History—	—	—	—	—	—	—
Johnny Applesced Atkinson, Eleanor	Adventure	2	Harcourt	—	—	—	2
Johnny Tremain Forbes, Esther	Other Times and Places	4	Harper	—	1	—	2
Judy Bolton Series Sutton, Margaret	Girl's Life	14	Houghton	—	1	—	3
		5	Grosset	—	—	—	1

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				M	Y	D	D	ND
Julia Ward Howe: Girl of Old New York Wagoner, Jean Brown	Famous Girl	5	Grosset	—	—	—	—	1
Julius Caesar	Play	198		2	—	—	—	1
Jungle Stories, The	Animals	3		—	3	—	—	1
Junior Miss	Family	129	Doubleday	—	—	—	—	4
Just Jenifer	Teen-age	10	Dutton	—	—	—	—	1
Just So Stories	Animals	5	Doubleday	—	4	—	—	1
Kazan, the Wolf Dog	Animals	4	Grosset	—	—	—	—	2
Keeper of the Bees	Romance	7	Grosset	1	—	—	—	3
Keystone Kids	Sports	89	Harcourt	—	—	—	—	3
Kid Comes Back, The	Sports	39	Morrow	1	—	—	—	4
Kid from Tomkinsville	Sports	19	Harcourt	1	—	—	—	4
Kidnapped	Adventure	168	Severall	—	—	—	—	4
Kinfolk	Time and Places	3	Day	3	—	—	—	—
King Arthur	Legends	4	Cambridge U.	—	—	—	—	1
King Arthur, Stories of	Legends	2	Crowell	—	1	—	—	1
King's General, The	Romance	12	Doubleday	2	—	—	—	—
King of the Golden River	Fantasy	73	Macmillan	—	2	—	—	1
King Lear	Play	42		4	—	—	—	—
King of the Wind	Animals	5	Rand McNally	—	1	—	—	1
Kings Blood Royal	Racial Problems	17	Grosset	3	—	—	—	2
Kit Carson	Biography	32	Messner	—	—	—	—	4
Knute Rockne; All American	Biography— Sports	12	Grosset	—	—	—	—	4
Kristin Lavransdatter	Life in Norway	9	Knopf	4	—	—	—	—
Lad of Sunnybank	Animal	8	Grosset	—	—	—	—	3
Laddie	Animal	16	Grosset	—	—	—	—	3
Lady and the Tiger, The	Short Story	13		—	—	—	—	5
(Short story—in collection)								
Land and People of Brazil, The (illus.)	Other places	11	Lippincott	—	—	—	—	2
Lark, Radio Singer	Biography	2	Messner	—	—	—	—	2
Lassie, Come Home	Animals	148	Winston	—	—	—	—	4

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				<i>M</i>	<i>Y</i>	<i>D</i>	<i>ND</i>
Last of the Mohicans Cooper, James F.	Adventure	152	Scribner	—	—	—	4
Last Semester Crawford, Phyllis	College Life	2	Holt	—	—	—	3
Last Trail, The Grey, Zane	Adventure	5	Grosset	—	—	—	3
Legend of Sleepy Hollow, The Irving	Short Story of Adventure	92	Harcourt	—	1	—	3
Les Misérables Hugo, Victor	Fictional Biog.	37	Dodd	5	—	—	—
Let the Hurricane Roar Lane, R. W.	Pioneer Life	5	Longmans	1	—	—	3
Letter to Five Wives Klempner, J. R.	Romance	10	Grosset	3	—	—	1
Life of Abraham Lincoln Moores, Charles	Biography	91	Houghton	—	—	—	1
Life of Clara Barton Elper, Percy (new ed.)	Biography	13	Macmillan	—	—	—	4
Life on the Mississippi S. L. Clemens (Mark Twain)	Adventure	3	Harper	—	—	—	2
Life with Father Day, Clarence	Home and Family	42	Mod. Lib.	2	—	—	3
Light Heart, The Thane, Elswyth	Romance	3	Duell	1	—	—	1
Lightning Strikes Twice Dickson, Marguerite	Mystery	15	Nelson	—	—	—	2
Linda Marsh De Leeuw, Adele	Career	3	Macmillan	—	—	—	4
Lion's Paw White, Robb	Mystery	7	Doubleday	—	—	—	1
Literature We Appreciate Blankenship, R.	Home and Family	20	Scribner	—	—	—	2
Little Lame Prince, The Mulock, D.	Family Life	12	Macmillan	—	4	—	—
Little Men Alcott, L. M.	Scotland	187	Grosset	—	2	—	3
Little Minister Barrie, James	Child's Story	9	Scribner	2	—	1	2
Little Red Riding Hood	Character	2	Longmans	—	5	—	—
Little Shepherd of Kingdom Come Fox, J.	Character	87	Grosset	1	—	—	4
Little Women Alcott, L. M.	Home and Family	1170	Grosset	—	1	—	3
Lively Lady Roberts, K.	War of 1812—						
Lone Cowboy James, W.	Fiction	5	Doubleday	3	—	—	—
Lone Ranger Striker, R.	Western	5	Scribner (illus.)	—	—	—	4
Lone Rider, The Hawthorne, H.	Western	12	Grosset	—	—	—	1
Lone Star Ranger, The Grey, Z.	Western	2	Longmans	—	1	—	1
Long Lash Shurtleff, B.	Adventure	2	Grosset	—	—	—	2
			Bobbs	—	—	—	2

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Long Trains Roll, The Meader, S.	Railroads—Fiction	9	Harcourt (illus.)	—	—	—	3
Long Wharf Pease, H.	San Francisco—Fiction	18	Doubleday	—	—	—	2
Lord Johnny White, L.	Romance	7	Crown	2	—	—	—
Lorna Doone Blackmore, R. D.	Romance	35	Dodd (illus.)	2	—	—	1
Lost Boundaries White, W.	Racial Problem	11	Harcourt	1	—	—	1
Lost Horizon Hilton, J.	Fantasy	49	Morrow (illus.)	2	—	—	2
Lost Island Hall, J.	Polynesia—Fiction	3	Little	1	—	—	—
Lost Squadron Cook, C.	Adventure	4	Grosset	—	—	—	2
Lou Gehrig—Iron Horse of Baseball Hubler, R.	Biography—Sports	87	Houghton (illus.)	—	—	—	3
Lou Gehrig, A Quiet Hero Grahame, F.	Biography—Sports	3	Putnam (illus.)	—	—	—	4
Love Comes Riding Ferris, H.	Short Story	3	Harcourt	—	—	—	1
Lucinda Brayford Boyd, M.	Romance—Adventure	17	Dutton	2	—	—	1
Luck of the Trail Darling, E.	Adventure	2	Doubleday	—	—	—	1
Lumber Jack Meader, S.	Adventure	4	Harcourt (illus.)	—	—	—	3
Lydia Bailey Roberts, K.	Romance	6	Doubleday	4	—	—	—
Macbeth (Many editions) Shakespeare	Play	72	Doubleday	2	—	—	2
Madame Curie Curie, E.	Biography—Science	7	Doubleday	1	—	—	3
Madeline Takes Command Brill, Ethel	Canada—Fiction	3	MacGraw	—	—	—	2
Magic in a Bottle (2nd ed.) Silvermann, M.	Medicine	3	Macmillan	3	—	—	—
Magnificent Barb Faralla, Dana	Animals—Horse	2	Messner	—	—	—	3
Magnificent Obsession Douglas, Lloyd	Romance	60	Houghton	—	—	—	3
Magnolia Heights Paschal, N.	Romance	82	Nelson (illus.)	2	—	—	3
Maida's Little Shop Irwin, I. H.	Careers	3	Grosset	1	—	—	—
Mail Wagon Mystery Justus, M.	Mystery	3	Whitman	—	2	—	—
Mama's Bank Account Forbes, K.	Home and Family	17	Harcourt	1	1	—	3

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Man in the Iron Mask Dumas, A.	Adventure	23	Dodd	3	—	—	1
Man of the Forest Grey, Z.	Adventure	2	Grosset	—	—	—	2
Manners for Moderns McCrady, M. E.	Etiquette	9	Dutton	—	—	—	3
Marigold Hill, Livingston, Grace	Romance	2	Grosset	—	—	1	2
Martha, Daughter of Virginia Vance, M.	Biography	4	Dutton	—	—	—	3
Mary Wakefield de la Roche, M.	Romance	3	Little	—	—	—	2
Matchlock Gun, The Edmonds, W.	Adventure	2	Dodd	—	—	—	2
Mayos; Pioneers in Medicine Regli, A.	Biography	5	Messner	2	—	—	1
Merchant of Venice Shakespeare	Play	143	—	3	—	—	1
Message in the Hollow Oak Keene, C.	Mystery	2	Grosset	—	—	—	1
Middle Button Worth, Kathryn	Careers—Doctor	12	Doubleday	—	1	—	3
Midnight Moon Lyons, D.	Romance	5	Harcourt	—	—	—	2
Miracle of the Bells Janney, R.	Religious—Fiction	—	—	—	—	—	—
Miracle on Thirty-Fourth Street Davies, V.	Humor	34	Prentice-Hall	3	—	—	1
Miss Bishop Aldrich, B. S.	Humor	76	Harcourt	—	—	—	3
Mr. Blanding Builds His Dream House Hodgins, E.	Character Study	19	Appleton-Century	1	—	—	2
Mr. Britling Sees It Through Wells, H. G.	Humor	6	Simon & Schuster	1	—	—	4
Mrs. Mike Friedman, B., and Friedman, N.	Humor	2	Macmillan	1	—	—	—
Mrs. Miniver Struther, J.	Adventure	205	Coward-McCann	1	—	—	5
Mother Buck, Pearl, S.	War—England	98	Harcourt	2	—	—	2
Mother Goose (35 editions listed)	Other Lands and People	—	Day	4	—	—	—
Mountain Girl Comes Home Fox, Genevieve	Kentucky	12	—	—	5	—	—
Mountain Laurel Emery, Anne	Romance	4	Little	—	—	—	3
Mutineers Hawes, Charles B.	Fiction	6	Putnam	—	—	—	3
My Friend Flicka O'Hara	Sea Story	3	Little	—	—	—	2
My Friend, the Dog Terhune, Albert Payson	Animals—Horse	180	Lippincott—school ed.	—	—	—	5
My Life Story Louis, Joe	Animals—Dog	3	Grosset	—	—	—	1
Mysterious Island Verne, J.	Biography	4	Duell	—	—	—	2
Mystery in Blue Mallette, Gertrude E.	Adventure	77	Scribner	—	—	—	3
	Mystery	3	Doubleday	—	—	—	2

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Mystery Island Lyton, Enid B.	Mystery	5	Macmillan	—	—	—	2
Mystery at the Moss-Covered Mansion (Nancy Drew Mystery Series)	Mystery	2	Grosset	—	—	—	1
Mystery of Cabin Island Dixon, Franklin W.	Mystery	4	Grosset	—	—	—	1
Mystery of Mary Hill, Grace Livingston	Mystery	3	Grosset	—	—	—	2
Mystery of the Brass Bound Trunk Keene, Carolyn	Mystery	3	Grosset	—	—	—	1
(Nancy Drew Mystery Series)							
Mystery of the Tolling Bell Keene, Carolyn	Mystery	2	Grosset	—	—	—	1
(Nancy Drew Mystery Series)							
Nancy Drew Keene, Carolyn	Mystery	120	Grosset	—	—	—	3
National Velvet Bagnold, Enid	Animal—Horse	34	Morrow	—	—	—	4
Navy Blue and Gold Bruce, George	Sports—Football	6	Grosset	—	—	—	1
Nearly Yates, Elizabeth	Careers—Teaching	2	Coward-McCann	1	—	—	—
Nevada Grey, Zane	Western	9	Grosset	—	—	—	2
New York Yankees, The Durant, John	Sports	2	Hastings House	—	—	—	2
Night Flight St. Exuperay, A.	Aviation	6	New Am. Lib.	2	—	1	1
No Other White Man Davis, Julia	Travel	2	Dutton	—	—	—	1
No Place to Hide Bradley, David	War	7	Little	1	—	—	1
Northwest Passage Roberts, Kenneth	Adventure	26	Doubleday	2	—	1	2
No Trumpet Before Him White, Nelia Gardner	Religion	7	Garden City	—	—	—	1
Now That April's There Daisy Meumann	Family Life	3	Lippincott	1	—	—	1
Nurse's Aide, Handbook for Orbison, Katherine	Careers	2	Levin-Adair	—	—	—	—
Nurses in Action Flikke, Julia	Careers	4	Lippincott	—	—	—	3
Ocean Gold Ellsberg, Edward	Adventure	7	Dodd	—	—	—	3
Old Curiosity Shop Dickens, Charles	Other Times and Places						
Old-Fashioned Girl, An Alcott, Louisa	Theme and Family	2	Dutton	2	—	1	2
Oliver Twist Dickens, Charles	Biography—Fictional	27	Grosset	—	—	—	4
Oliver Wiswell Roberts, Kenneth	Adventure	57	Dutton or Nelson	2	—	—	2
On Jungle Trails Buck, Frank and Fraser, Ferrin	Animal	5	Doubleday	1	—	1	2
		6	Lippincott	—	—	—	3

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On the Bottom Ellsberg, Edward	Carcer	7	Dodd	—	—	—	3
One Foot in Heaven Spence, H.	Religion	7	McGraw	—	—	—	3
Oregon Trail, The Parkman, Francis	Adventure	16	Modern Lib.	4	—	—	1
Other Wise Man, The Van Dyke, Henry	Short story	32	Harper	—	—	—	3
Our G-Men . . . Crump, Irving, and Newton, John W.	Adventure	9	Dodd	—	—	—	2
Our Hearts Were Young and Gay, Skinner, Cornelia Otis, and Kimbrough, Emily	Travel	105	Dodd	—	—	—	4
Our Town Wilder, Thornton	Play	6	Coward-McCann	1	—	—	2
Out on a Limb Baker, Louis	Biography	12	McGraw	—	—	—	2
Owen Boys Wilson	Adventure	2	Abingdon-Cokesbury	—	—	—	1
Paintbox Summer Cavanna, Betty	Carcers	3	Westminster	—	—	—	3
Papa Was a Preacher Porter	Western home and family						
Paris Underground Shiber, Etta	War	5	Abingdon-Cokesbury	1	—	—	4
Party Line Baker, Louis	War	12	Scribner	3	—	—	1
Pass That Puck Flood, Richard (illus.)	Etiquette	2	McGraw	—	—	—	2
Pathfinder Cooper, J. F.	Sports	3	Houghton	—	—	—	1
Patrica Hill, Grace Livingston	Adventure	9	Dutton	2	—	—	1
Patriot, The Buck, Pearl S.	Romance	3	Grosset	—	—	—	2
Patsy Jefferson of Montecello Vance, Marguerite	Lands & People	4	Day	4	—	—	1
Pattern for Penelope Thompson, Mary	Biography	2	Dutton	—	—	—	3
Patterns on the Wall Yates, Elizabeth	Dogs—Fiction	2	Longmans	—	—	—	2
Paul Revere's Ride Longfellow, H. W.	Romance of 19th Century	2	Knopf	—	—	—	2
Pearl Lagoon Nordhoff, Charles	Poem	40	Houghton	—	—	—	2
Pecos Bill, The Greatest Cowboy of All Times, Bowman, J. C.	Adventure	6	Little	1	—	—	2
Peggy Covers the Clipper Bugbee, Emma	Folk Tales	2	Whitman	—	—	—	3
Penny and Pam, Nurse and Cadet Deming, Dorothy	Careers—Reporter	2	Dodd	—	—	—	2
Penny Marsh, Public Health Nurse Deming, Dorothy	Careers—Reporter	2	Dodd	—	—	—	3
Penrod Tarkington, Booth	Careers—Nursing	2	Dodd	—	—	—	3
Penrod Tarkington, Booth	Humor	25	Grosset	—	—	—	4
Penrod and Sam Tarkington, Booth	Humor	5	Grosset	—	—	—	4

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				M	Y	D	ND
Perfect Tribute Andrews, M. R. S.	About Lincoln	169	Scribner	—	—	—	3
Perry Mason Novels Gardner, Erle (45 Mystery Stories)	Mystery	6	Grosset & Pkt. Bk.	—	—	—	2
Petticoat Surgeon Van Hoosen, Bertha	Biography— Medicine	4	Pellegrini	—	—	—	1
Phantom Backfield Brier, Howard (ill.)	Sports	27	Random House	—	—	—	2
Phantom Roan Holt, Stephen	Western	4	Longmans	—	—	—	3
Pigskin Warriors Scholz, Jackson	Sports—Football	5	Morrow	—	—	—	3
Pilgrim's Inn Goudge, Elizabeth	Romance	3	Coward-McCann	2	—	1	1
Pilgrim's Progress Bunyan, John	Religious	10	Lippincott	2	—	1	—
Pink Magic Runbeck, Margaret Lee	Romance	2	Houghton	—	—	—	2
P. T. Boat Leut, Henry B.	War	5	Macmillan	—	—	—	3
Pioneers Cooper, James	Adventure	2	Dutton	1	—	—	2
Pit and Pendulum, The Poe, E. A.	Mystery	25	Little	1	—	—	3
Pitcairn's Island Nordhoff, Chas., and Hall, James N.	Adventure	12	Putnam	1	—	1	2
Pittsburgh Pirates Web, Frederick G.	Sports	2	Doubleday	—	—	—	2
Play Ball Son Dunn, B.	Sports—Baseball	2	Little	—	—	—	3
Player Manager Boudreau, Lou, and Fitzgerald, E.	Sports—Baseball	2	Little	—	—	—	1
Pocahontas D'Aulaire, I. and D'Aulaire, E. P.	Biography	2	Doubleday	—	—	—	2
Pocahontas; Brave Girl Seymour, F. W.	Biography	2	Bobbs	—	—	—	1
Pony Express Goes Through Driggs, H. W.	Western	2	Lippincott	—	—	—	1
Poor Little Rich Girl Gates, Eleanor	Home & Family	2	Grosset	—	—	—	2
Pop Warner's Book for Boys Warner, G. A., and Wright, L.	Sports	18	Dodd	—	—	—	3
Practically Perfect Lambert, Janet	Romance	2	Dutton	—	—	—	1
Prairie, The Cooper, J. F.	Adventure	9	Dutton	1	—	—	1
Pretty Please Daly, S. J.	Etiquette	2	Dodd	—	—	—	1
Pride and Prejudice Austen, Jane	Home & Family	38	Dial Press	3	—	—	1
Pride's Castle Yerby, Frank	Romance	11	Winston	—	2	—	—
Prince and the Pauper, The Clemens, S. L.	Historical Fiction	49	Pocket Bks.	1	—	—	2
Private Duty Baldwin, Faith	Careers—Nursing	6		—	—	—	1

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Quarry, The Walker, Mildred	Romance	5	Harcourt	2	—	1	—
Queen's Die Proudly White, W. L.	War—Aviation	7	Harcourt	—	—	—	1
Questions Girls Ask, The Welshimer, Helen	Conduct	6	Dutton	—	—	—	1
Quo Vadis Sienkiewicz, H.	Times & Places	5	Little	3	—	1	—
Radar Primer Hornung, Julius L.	Science	2	McGraw	—	—	—	2
Raff Rechnitzer, F. E.	Animal	6	Winston	—	—	—	3
Ramona Jackson, Helen Hunt	Romance	28	Grosset	—	—	—	3
Ransom of Red Chief O. Henry	Short story	52	—	—	—	—	3
Raven James M.	Biography	4	Garden City	—	—	—	—
Red Badge of Courage Crane, Stephen	Civil War	23	Modern Lib.	1	—	3	—
Rebecca Du Maurier, D.	Romance	79	Doubleday	2	—	—	1
Rebel Halfback Archibald, J.	Sports	4	Westminster	—	—	—	3
Red Chipmunk Mystery, The Queen, Ellery	Mystery	2	Lippincott	—	—	—	2
Red Headed Outfield Grey, Zane	Sports	4	Grosset	—	—	—	1
Red Heritage Allen, M. P.	Mystery	2	Longmans	—	—	—	1
Red Horse Hill Meader, Stephen W.	Horses—Fiction	19	Harcourt	—	—	—	3
Red Randall Series (Flying Stories), Bowen, R. Sidney	Aviation	2	Grosset	—	—	—	1
Red River Valley, 1811-1849 Pritchett, J. P.	Radio Script	4	Yale Univ. Press	—	—	—	2
Red Rose Forever Jordan	Other Times and Places	5	Grosset	2	—	—	1
Red Shoes, The, Hans Christian Andersen (and other plays, bk. 3) Stevenson, Augusta	Fairy Tales	3	Houghton	—	—	—	—
Rennie Salten, Felix	Animals—Dog	2	Bobbs	—	—	—	2
Return of Silver Chief O'Brien, Jack	Animals—Dog	12	Winston	—	—	—	3
Rex of the Coastal Patrol, Johnson, Margaret H. & Johnson, Helen L.	Adventure	3	Harcourt	—	—	—	2
Riddle of the Hidden Pesos, The Colt, Martin	Western	4	Messner	—	—	—	1
Riders of the Purple Sage Grey, Zane	Western	22	Grosset	—	—	—	3
Rime of the Ancient Mariner Coleridge, Samuel	Poetry	6	—	—	—	1	2
Rip Van Winkle Irving, Washington	Legend	52	Messner	—	—	—	3
River Boy Proudfit, Isabel	Biography	2	—	—	—	—	2

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Road to Down Under, The Cormock, Maribelle	Australia—Fiction	13	Appleton	—	—	—	2
Road to Alaska Coe, Douglas	Travel	6	Messner	—	—	—	2
Robe, The Douglas, Lloyd C.	Religious	546	Houghton	2	—	1	1
Roberta, Interior Decorator Froer, Marjorie M.	Careers	2	Messner	—	—	—	1
Robin Hood	Adventure	148		—	—	—	2
Robinson Crusoe Defoe, Daniel	Adventure	117		—	—	—	2
Rocket Ship—Gallio Heinlein, Robert	Adventure	6	Scribner	—	—	—	3
Rolling Years Turnbull, Agnes	Family Life	21	Macmillan	2	—	1	1
Romance of Rosy Ridge Kantor, McKinlay	Romance	18	Coward-McCann	—	—	—	2
Romeo and Juliet Shakespeare, William	Play	14		3	—	—	1
Roof Over Our Heads Dickson, Marguerite	Homeland Family	10	Nelson	—	—	—	2
Roommates Rendina, Lavre Cooper	Romance	21	Little	—	—	—	2
Roosevelt I Knew Perkins, Frances	Biography	2	Viking	2	—	—	—
Rope of Sand Bonnamy, Francis	Adventure	53	Duell	1	—	—	—
Rosanna of the Amish Yoder	Family Life	15	Yoder	—	1	—	2
Rough Riders Roosevelt, Theodore	War	78	Scribner	—	—	—	2
Round by Round Dempsey, Jack	Sports	1	McGraw	—	—	—	1
Royal Road to Romance Halliburton, R.	Travel	18	Garden City	1	—	—	3
Runaway Linda Allec, Marjorie Hill	Home and Family	5	Houghton	—	—	—	2
Running of the Tide, The Forbes, Esther	Other Times and Places						
Rusty, A Cocker Spaniel Meek, S. P.	Animals—Dog	3	Houghton	2	—	—	—
Salvage Riesenberg, Felix, Jr.	Adventure	7	Knopf	—	1	—	1
Sand James, Will	Animals—Horse	2	Dodd	—	—	—	1
Sandy Gray, Elizabeth J.	Romance	16	Grosset	—	—	—	3
Scarlet Letter, The Hawthorne, Nathaniel	Classic	19	Viking	—	—	—	1
Scarlet Pimpernel Orczy, Baroness	Historical Fiction	173		3	—	—	1
Scorpion James, Will	Animals—Short Story	2	Putnam	2	—	—	1
Scotty Allan—King of the Dog Team Drivers, Garst, Shannon	Adventure	3	Grosset	—	—	—	2
Scraper Silliman, L.	Camping—Fiction	4	Messner	—	—	—	1
		2	Winston	—	—	—	2

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Scuddo Hoo! Scudda Hay! Chamberlain, G.	Animals—Mules	4	Grosset	—	—	—	—	3
Seabee Lent, Henry	Career	2	Macmillan	—	—	—	—	3
Sea Between, The Davis, Lavinia	Romance	2	Doubleday	—	—	—	—	1
Sea Snake, The Meader, Stephen	Submarines—Fiction	4	Harcourt	—	—	—	—	1
Sea Wolf London, Jack	Adventure—Sea	24	Grosset	—	—	—	—	1
Secret Cargo Pease, H.	Mystery—Sea	11	Doubleday	—	—	—	—	2
Secret Garden Burnett, F. H.	Fantasy	180	Lippincott	—	—	2	—	3
Secret in the Old Attic, The Keene, Carolyn	Mystery	6	Grosset	—	—	—	—	1
Secret of the Old Clock Keene, Carolyn	Mystery	2	Grosset	—	—	—	—	1
Secret of the Old House Keene, Carolyn	Mystery	5	—	—	—	—	—	2
See Here, Private Hargrove Hargrove	Humor—War	3	—	—	—	—	—	2
Senior Year Emery, A.	Romance	22	Westminster	—	—	—	—	3
Seven Came Through Rickenbacker, Edward V.	War—Sea	7	Doubleday	1	—	—	—	3
Seven League Boats Halliburton, R.	Travel	4	Garden City	—	—	—	—	3
Seventeen Tarkington, B.	Humor	113	Harper	—	—	—	—	3
Seventeenth Summer Daly, Maureen	Romance	181	Dodd	—	—	—	—	3
Shadow in the Pines, The Meader, Stephen	Adventure	10	Harcourt	—	—	—	—	3
Shake Hands with the Dragon Glick, Carl	Adventure	2	McGraw	—	—	—	—	1
Shanghai Passage Pease, Howard	Careers	2	Doubleday	—	—	—	—	1
Shannon's Way Cronin, A. V.	Careers	150	Little	2	—	—	—	1
Sharon's Nursing Diary Denning, Dorothy	Careers	2	Dodd	—	—	—	—	2
Shawl with the Silver Bells Crew, Helen C.	Mystery	3	Macmillan	—	—	—	—	2
Sherlock Holmes Doyle, Arthur Conan	English Comedy	3	Modern Lib.	—	—	—	—	3
She Stoops to Conquer Goldsmith, Oliver	Sports	19	Oxford	3	—	—	—	1
Shortstop Grey, Zane	Collection	9	Grosset	—	—	—	—	2
Short Stories Mikels, R. M. R.	Actors and	5	Scribner (new ed.)	—	—	—	—	1
Showboat Ferber, Edna	Actresses	72	Doubleday	2	—	—	—	1
Shuttered Windows Means, Florence Crannell	Negroes—Fiction	6	Houghton	—	—	—	—	3
Sign of the Twisted Candles, The Keene, Carolyn	Mystery	2	Grosset	—	—	—	—	1

<i>Title and Author</i>	<i>Type</i>	<i>Pupil Preference</i>	<i>Publisher</i>	<i>Readers</i>			<i>Difficulty</i>		
				<i>M</i>	<i>Y</i>	<i>D</i>	<i>D</i>	<i>ND</i>	
Silas Marner	Other Times and Places	419		1	—	—	—	2	
Silver Birch	Animals—Dog	22	Harcourt	—	—	—	—	2	
Silver Chief	Animals—Dog	27	Winston	—	—	—	—	3	
Silver Chief (Series)	Animals—Dog	24	Winston	—	—	—	—	3	
Silver Chief, Dog of the North	Animals—Dog	87	Winston	—	—	—	—	3	
Silver Chief to the Rescue	Animals—Dog	3	Winston	—	—	—	—	3	
Silver Inkwell	Romance	2	Houghton	—	—	—	—	3	
Sir Pagan	Romance	2	Revell	—	—	—	—	2	
Sitting Bull	Biography	8	Houghton	—	—	—	—	2	
Sky Pilot	Career	17	Creative Age	—	—	—	—	2	
Smarter and Smoother	Etiquette	17	Dodd, Mead	—	—	—	—	1	
Smokey	Animal—Horse	137	Grosset	—	—	—	—	3	
Snake Pit	Mental Hospital	114	Random House	—	2	—	—	—	
Snowbound	Poem	28		—	—	—	—	3	
Snow Dog	Animal—Dog	9	Holiday	—	—	—	—	3	
Snow Over Bethlehem	Religious	2	Scribner	—	1	—	—	1	
Snow White and the Seven Dwarfs (several editions)	Fairy Tale	44		—	3	—	—	—	
So Big	Home and Family	7		—	—	—	—	1	
So Dear to My Heart	Home and Family	9	Doubleday	2	—	—	—	3	
Soldiers at Bat	Sports	7	Simon	1	—	—	—	3	
Some Follow the Sea (ill.)	Merchant Marine	4	Morrow	—	—	—	—	3	
Son of the Black Stallion	Animal—Horse	17	Dutton	—	—	—	—	1	
Son of Thunder: Patrick Henry	Biography	2	Random	—	—	—	—	2	
Song of Bernadette	Religious	98	Longmans	—	—	—	—	2	
Sohrab and Rustum	Poem	5	Viking	3	—	—	—	—	
Space Cadet	Science Fiction	3	Houghton	2	—	—	—	1	
Spike Box	Home and Family	5	Scribner	—	—	—	—	2	
Spike of Swift River	Animal	5	Grosset	—	—	—	—	2	
Spirit of the Border	Adventure	4	Winston	—	—	—	—	3	
Spirit of the Eagle	Adventure	2	Grosset	—	—	—	—	1	
Split Seconds: Tales of the Cinder Track	Sports—Track	2	Longmans	—	—	—	—	3	
		2	Morrow	—	—	—	—	3	

<i>Title and Author</i>	<i>Type</i>	<i>Pupil Preference</i>	<i>Publisher</i>	<i>Readers</i>		<i>Difficulty</i>	
				<i>M</i>	<i>Y</i>	<i>D</i>	<i>ND</i>
Springboard to Tokyo Cook, Canfield	Adventure—War	3	Grosset	—	—	—	1
Spurs for Suzanna Cavanna, Betty	Romance	19	Westminster	—	—	—	3
SpY, The (several editions) Cooper, J. F.	Adventure	14		2	—	—	2
Stand Fast and Reply Davis, Lavinia	Romance	4	Doubleday	—	—	—	—
Stars Look Down Cronin, A. J.	Mining—Fiction	2	Little	—	—	—	2
State Fair Stong, P.	Home and Family	14	Grosset	—	—	—	2
Storm Canvas Sperry, A.	Sea Adventure	2	Winston	—	—	—	1
Story of Dr. Wassell Hilton, James	War—Medicine	3	Grosset	1	—	—	2
Story of George Gershwin Ewen, David	Biography	2	Holt	—	—	—	3
Story of My Life Keller, Helen	Biography	11	Houghton	—	—	—	3
Strawberry Girl Lenski, Lois	Florida	3	Lippincott	—	3	—	—
Strike-Out King De Vries, J.	Sports	83	World Pub.	—	—	—	2
Student Nurse Hancock, L. A.	Careers	26	Pocket Books	—	—	—	1
Sue Barton, Rural Nurse Boylston, H. D.	Careers	14	Little	—	—	—	3
Sue Barton, Student Nurse Boylston, H. D.	Careers	60	Little	—	—	—	3
Sue Barton, Senior Nurse Boylston, H. D.	Careers	11	Little	—	—	—	3
The Sire de Maletroit's Door (Short Story), Stevenson, R. L.	Adventure	4		2	—	1	—
Sue Barton, Superintendent of Nurses and Visiting Nurse Boylston, H. D.	Careers	152	Little	—	—	3	—
Sugar and Spice Beim, L.	Youth	19	Harcourt	—	—	—	3
Summer Under Sail Howard, E.	Sea	2	Morrow	—	—	—	1
Sunnycove Walden, A. E.	Romance	2	Morrow	—	—	—	2
Susie Stuart, M. D. Chandler, C. A.	Careers	2	Dodd	—	—	—	2
Swiss Family Robinson Wyss, J. D.	Adventure	124	Macmillan	—	1	—	2
The Sword is Drawn Norton, Alice M.	World War—Fiction	3	Houghton	—	—	—	2
Swords of Steel Singmaster, Elsie	Steel Industry	2	Houghton	—	—	—	2
Tale of Two Cities Dickens, Charles	Historical	72	Dodd	1	—	—	1
Tales from the Vienna Woods; the story of Johann Strauss Ewens, David	Biography	2	Holt	—	—	—	3

<i>Title and Author</i>	<i>Type</i>	<i>Pupil Preference</i>	<i>Publisher</i>	<i>Readers</i>			<i>Difficulty</i>
				<i>M</i>	<i>Y</i>	<i>D</i>	
Tales of the South Pacific Michener, James	War	2	Pocket Books	1	—	—	—
Tall Hunter Fast, Howard	Frontier Life	2	Harper	—	—	—	2
Taming of the Shrew Shakespeare, William	Comedy	2	Garden City	1	—	—	1
Tangled Skein Seymour, Alta Halverson	Norway—Fiction	4	Westminster	—	—	—	1
Tap Roots Street, James	Civil War	6	Dial Press, Inc.	1	—	—	—
Tarzan, Lord of the Jungle . . Burroughs, Edgar Rice	Adventure	4	Grosset	—	—	—	2
Tarzan and the Golden Lion . . Burroughs, Edgar Rice	Adventure	2	Grosset	—	—	—	2
Tennessee's Partner and other stories Harie, Bret	Short Story	4	Houghton	—	—	—	2
These Happy Golden Years Wilder, Laura Ingalls	Frontier Life	3	Harper	—	—	—	2
They Loved to Laugh Worth, Kathryn	Romance	13	Doubleday	—	—	—	1
Three Came Home Keith, Agnes Newton	Borneo	90	Little	3	—	—	—
Three Musketeers Dumas, Alexandre	Adventure	235	Merrill and others	—	—	—	—
Through These Fires Hill, Grace Livingston	Romance	17	Grosset	—	—	—	2
Thunderhead O'Hara, Mary	Animals—Horse	75	Lippincott	—	—	—	2
Thundering Herd Grey, Zane	Western	10	Grosset	—	—	—	1
Tiger at City High Gollomb, Joseph	School Life	2	Harcourt	—	—	—	2
Time Out of Mind Field, Rachel	Maine Life	2	Macmillan	2	—	—	—
To the Last Man Grey, Zane	Western	3	Grosset	—	—	—	1
Tomorrow Is Forever Bristow, G.	Romance	11	Grosset	2	—	—	1
Tomorrow Will be Better Smith, B.	Home and Family	3	Harper	—	—	—	2
Touchdown Twins Harkins, P.	Sports	7	Morrow	—	—	—	3
Trail of the Lonesome Pine Fox, J.	Romance	14	Grosset	1	—	—	2
Trail of the Sandhill Stag, The, Seton, Ernest Thompson	Animal	2	Scribner	—	—	—	2
Traplins North Meader, S.	Adventure	9	Dodd	—	—	—	3
Treasure Island Stevenson, Robert Louis	Adventure	460	Scribner	—	—	—	3
Tree Grows in Brooklyn, A Smith, B.	Home and Family	227	Harper	2	—	—	1
Treve Terhune, Albert P.	Animal	4	Grosset	—	—	—	3
Turquoise Seton, Anya	Romance	3	Houghton	1	—	—	—
Twenty Years at Hull House Addams, Jane	Autobiography	30	Macmillan (illus.)	3	—	—	2
Twin Sombrecos Grey, Zane	Western	2	Grosset	—	—	—	2
Two Little Confederates Page, Nelson T.	War	2	Scribner (illus.)	—	2	—	1

<i>Title and Author</i>	<i>Type</i>	<i>Pupil Preference</i>	<i>Publisher</i>	<i>Readers</i>		<i>Difficulty</i>	
				<i>M</i>	<i>Y</i>	<i>D</i>	<i>ND</i>
Two Quarterbacks Sampson, A.	Sports	25	Houghton (illus.)	—	—	—	3
Two Years Before the Mast Dana	Adventure	78	Houghton	—	—	—	3
Uncle Tom's Cabin Stowe, Harriet Beecher	Slavery	318	Garden City	—	—	—	3
Unconquered Swanson, N. H.	Adventure	91	Little	2	—	—	1
Under the Lilacs Alcott, L.	Home and Family	16	Dutton	—	2	—	1
Unwilling Vestal White, E. L.	Rome	3	Harcourt	—	—	—	3
Up at City High Gollomb, J.	School Stories	5	Doubleday	—	—	—	3
Up From Slavery Washington, B. T.	Autobiography	15	Dutton	—	—	—	3
Up Goes the Curtain Lambert, Janet	Careers	4	Winston	—	—	—	3
Valiant, Dog of the Timberline O'Brien, Jack	Dog Story	2	Grosset	—	—	—	4
Valley of Decision Davenport, Marcia	Steel Unions	127	Harper	3	—	—	—
Valley of Wild Horses Grey, Zane	Western	2		—	—	—	1
Vanity Fair Thackeray, William M.	England	5		3	—	—	1
Varsity Jim Brooks, Jonathan	School	7	Bobbs	—	—	—	2
Victory in my Hands Russell, Harold & Victor Rosen	Biography—War	2	Creative Age	—	—	—	2
Wagons Westward Sperry, Armstrong	Adventure	83	Pocket Books	—	—	—	2
Walls of Jericho, The Wellman, Paul I.	Romance	5	Lippincott	1	—	—	—
Walter Reed, Doctor in Uniform Wood, L. N.	Biography	2	Messner	—	—	—	2
Warhawk Patrol Montgomery, Rutherford G.	Adventure	3	McKay	—	—	—	1
Watch for a Tall White Sail Bell, Margaret E.	Romance	3	Morrow	—	—	—	1
Waverly Waldon, Amelia E.	Romance	4	Morrow	2	—	—	2
Way of a Dog Terhune, Albert P.	Animals—Dog	56	Grosset	—	—	—	2
We Lindbergh, Charles A.	Autobiography	75	Putnam	—	—	—	3
We Shook the Family Tree Dolson, Hildegarde	Home and Family	4	Random House	—	—	—	3
We Thought We Heard the Angels Sing.							
Whittaker, James C.	War	56	Dutton	1	—	—	1
We Took to the Woods Rich, Louise Dickinson	Home and Family	7	Lippincott	1	—	—	2
West of the Pecos Grey, Zane	Western	13	Grosset	—	—	—	1
Westward the Course Hawthorne, Hildegarde	Historical	3	Longmans	—	—	—	2
When Sara Saved the Day Singmaster, Elsie	Family	3	Houghton	—	1	—	3
Where Two Ways Meet Hill, G. L.	Romance	2	Grosset	—	—	—	2
While the Clock Ticked Dickson, Franklin W.		2	Grosset	—	—	—	1

Title and Author	Type	Pupil Preference	Publisher	Readers		Difficulty	
				M	Y	D	ND
White Banners Douglas, Lloyd C.	Religious	72	Houghton	—	—	—	3
White Bird Flying Aldrich, Bess S.	Family Life	3	Appleton-Century-Crofts	—	—	—	1
White Fang London, Jack	Animal—Dog	48	Macmillan	—	—	—	4
White Feather, The Allen, M. P.	Civil War—Fiction	3	Longmans	—	—	—	2
White Panther Waldeck, Theodore J.	Panther Stories	79	Longmans	—	—	—	2
Who Rides in the Dark? Meader, Stephen W.	Adventure	4	Viking	—	—	—	1
Who Walk Alone Burgess, Perry	Leprosy	11	Harcourt	—	—	—	—
Wild Dog of Edmonington Grew, D.	Animals—Dog	4	Holt	2	—	—	1
Wild Horse Balch, G.	Animals—Horse	4	McKay	—	—	—	2
Wildlife Grey, Z.	Western	8	Crowell	—	—	—	2
Wild Horse Mesa Grey, Z.	Western	3	Grosset	—	—	—	2
Wilderness Champion Lippincott, J.	Dog Story	16	Grosset	—	—	—	2
Will to Win, The, and other Stories Meader, S.	Sports—Football	5	Lippincott	—	—	—	1
Willow Hill Whitney, P.	Racial Problems	2	Harcourt	—	—	—	2
Winabojo Bowman, J.	Western	2	McKay	—	—	—	1
Window for Julie, A. Whitney, Phyllis	Careers—Decorator	4	Whitman	—	—	—	3
Wings for Carol O'Malley, P.	Careers—Air	2	Houghton	—	—	—	2
Winning Pitch, The Bowen, R.	Sports	5	Dodd	—	—	—	2
Winterbound Bianco, M.	Family Life	2	Lothrop	—	—	—	3
Winter Wheat Walker, M.	Romances	79	Viking	—	—	—	—
Wizard of Oz Baum, L.	Fantasy	12	Harcourt	2	—	—	—
Wolf King, The Baum, L.	Dog Story	11	Bobbs	—	1	—	—
World of Chemistry Lippincott, J. W.	Science	75	Lippincott	—	—	—	2
World Series Tunis, J.	Sports	18	Lippincott	—	—	—	3
Wright Brothers Kelly, F. C.	Science	2	Harcourt	—	—	—	2
Yankee Flier Series (Eight books) Avery, A.	Adventure—Air	2	Harcourt	—	—	—	1
Yankee Fliers in North Africa Avery, A.	Adventure—Air	2	Grosset	—	—	—	1
Yankee Stranger Thane, E.	Romance	81	Duell	—	—	—	2
Yeal Wildcats! Tunis, J.	Basketball	25	Harcourt	—	—	—	1
Yearling, The Rawling, M.	Home and Family	328	Scribner	1	—	—	3
Yellow Room Rinehart, M. R.	Florida	7	Rinehart	—	—	—	2

<i>Title and Author</i>	<i>Type</i>	<i>Pupil Preference</i>	<i>Publisher</i>	<i>Readers</i>		<i>Difficulty</i>	
				<i>M</i>	<i>Y</i>	<i>D</i>	<i>ND</i>
Young Bess	Biography	3	Harcourt	1	—	—	1
Young Fu of the Upper Yangtze	Biography—China	4	Winston	—	1	—	2
Young Lafayette	Biography	5	Houghton	—	—	—	2
Young Razzle	Sports	3	Morrow	—	—	—	2
Young Pitcher, The	Sports	2	Grosset	—	—	—	2
Young Walter Scott	Biography	71	Viking	—	—	—	1
Younger Sister	Romance	4	Pocket Books	—	—	—	—
Your Manners are Showing	Etiquette	4	Grosset	—	—	—	4

NOTES

2.

PUBLICATIONS OF

THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH

MONOGRAPHS

American English Grammar by Charles C. Fries: The first analysis of modern English usage to be based on objective evidence, this work is one of the most original and important linguistic studies of the past decade. It will influence future programs of English instruction throughout the country. Cloth. 185 pages. List, \$2.75; member's price, \$1.60.

An Experience Curriculum in English edited by W. Wilbur Hatfield: This outline of an English program from kindergarten through high school is the most generally approved presentation of modern English curriculum and method. Statements of principles and hundreds of instruction units. 323 pages. List, \$2.20; member's price, \$1.30.

Conducting Experiences in English edited by Angela M. Broening: Condensed accounts of successful long and short units of English based upon pupil experiences. The 274 contributors offer a rich variety of projects and procedures. Cloth. 394 pages. List, \$2.75; member's price, \$1.60.

English Usage by Arthur G. Kennedy: This monograph is concerned with the study of linguistic usage. It gives a broad foundation for building an understanding of general principles of usage and for making intelligent decisions about troublesome problems of usage. Cloth. 166 pages. List, \$1.40; member's price, \$.85.

Facts About Current Usage by Albert H. Marckwardt and Fred Walcott: A restudy of the controversial language items contained in Leonard's classic, much-debated *Current English Usage*, which is reprinted as a part of the present volume. A standard reference. 144 pages. List, \$1.50; member's price, \$.90.

Film and School by Helen Rand and Richard Lewis: Designed as a pupil text, with an abundance of effective class activities and excellent illustrations. Well balanced between the techniques and the content of photoplays. Cloth. 235 pages. List, \$1.20; member's price, \$.75.

Producing School Movies by Hardy R. Finch and Eleanor D. Childs: A practical manual of moderate-cost procedures based upon the author's successful experience. Well illustrated. 162 pages. List, \$1.50; member's price, \$1.00.

Pupils Are People edited by Nellie Appy: A collection of lively, experimental essays on means of discovering and ministering to pupils' individual differences. Popular! Cloth. 288 pages. List, \$2.50; member's price, \$1.45.

Teaching English Usage by Robert C. Pooley: The best available survey in everyday language of the results of scholarly study of actual current American English language. Part I states the modern linguist's point of view, Part II presents the evidence on 100 items frequently in question, and Part III is a brief manual of classroom methods and materials. Cloth. 276 pages. List, \$2.00; member's price, \$1.15.

Teaching High School Students to Read by Stella S. Center and Gladys L. Persons: The story of a successful attack upon reading disabilities in a great city high school. Cloth. 185 pages. List, \$2.75; member's price, \$1.60.

PAMPHLETS

Intercultural Relations: The fourteen articles on intercultural relations which filled the *English Journal* for June, 1946, are so readable and so practical that a large reprinting of the whole magazine has been made; some copies are still available at the 1946 price of the magazine. \$.35.

Junior High School English by Helen G. Hanlon, Miriam B. Booth, and Committee: How to give boys and girls adequate experiences in the processes of communication is the subject of this pamphlet. It emphasizes American ideals and ways of living, as well as coordination of English with other subjects and school activities. Eighty per cent of the pamphlet is devoted to accounts of successful practices in widely distributed schools. 36 pages. \$.25.

Skill in Listening by Kay Monaghan Saunders, Alice Sterner, Milton A. Kaplan, and Consultants. A pioneer treatment of a newly realized basic element of communications. Chapters: The Listening Process, Practical Suggestions for Instruction in Listening, Newscasts and Commentaries, Radio Drama. 56 pages. \$.35.

We Build Together (Revised) by Charlemae Rollins: A "reader's guide to Negro life and literature for elementary and high school use". 64 pages. \$.35.

READING LISTS

Books for You edited by Mark Neville: This reading list for grades 9, 10, 11, and 12 was compiled by an NCTE committee for direct use by students. It classifies nearly 2,000 titles by topics—for example, This is Our America, Romance and Adventure, The World at Work—and by types within the topics. It describes each book honestly and indicates its reading level. It has attractive illustrations and full index. The 160-page booklet published in 1945 is brought up to January, 1948 by an accompanying supplement. Single copies, \$.35; 10 or more, \$.27 each.

Good Reading edited by the Committee on College Readings: A descriptive bibliography of more than 1,000 highly significant books; a 30,000-word "Reader's Guide" to the chief historical periods, types of literature, special subjects and problems, and to the outstanding books for each; shorter lists specially recommended by some of the eminent authors composing the Advisory Board (John Erskine, chairman). This is a Penguin Mentor book. Single copies, \$.35; ten or more, \$.27 each plus postage.

Recent Books for Junior and Senior High School Pupils, by Mark Neville and Blanche Rudledge: This unofficial continuation of both *Books for You* and *Your Reading* comes down to January, 1948. Reprinted from the *English Journal* for June, 1948, it is sold separately or supplied free with either *Books for You* or *Your Reading*. 10 pages. Single copies, \$.10; 10 or more, \$.06 each.

Your Reading edited by Mark Neville. This stimulating list was compiled by an NCTE committee for individual use by pupils in grades 7, 8, and 9. About 1,500 titles have been carefully classified under seven general topics—such as Adventure, Arts and Crafts, Nature, Science, and Other Countries—each with several sub-topics. Each book is sincerely described, and graded for reading maturity. The 128-page list, attractively illustrated and fully indexed, was published in 1946. A supplement now covers more recent books, up to January, 1948. Single copies \$.30; 10 or more, \$.22 each.

3.

RECORDINGS

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

POETS' RECORDINGS OF THEIR OWN POEMS

Listed below are leading contemporary poets' interpretations of their own poems. The Robert Frost records are 12-inch, 78 r.p.m., and the list price is \$2.75. (Members's price \$2.00.) All the others are 10-inch, 78 r.p.m., and the list price is \$1.75. (Member's price, \$1.25.)

ROBERT FROST: Mending Wall; Stopping by a Woods on a Snowy Morning; Dust of Snow; Birches; The Runaway; The Road Not Taken; Neither Far Out Nor in Deep; Tow Tramps in Mud-Time; Death of the Hired man (Parts I and II); Death of the Hired Man (Part III); The Tuft of Flowers; A Peck of Gold; Fire and Ice

VACHEL LINDSAY: The Congo; Flower-Fed Buffaloes; Chinese Nightingale, Parts 1, 2 and 3; Chinese Nightingale, Parts 4 and 5; Chinese Nightingale, Part 6; The Mysterious Cat; General William Booth Enters into Heaven; The Moon's the North Wind's Cooky

ARCHIBALD MACLEISH: Landscape as a Nude; Wild West; Oil Painting of the Artist as the Artist; Empire Builders; Background with Revolutionaries; Burying Ground by the Ties; Dover Beach

LEONIE ADAMS: Bell Towers; The River in the Meadow; Harvest; Time and Spirit; The Horn; The Mount

W. H. AUDEN: In Memory of Yeats; Law Like Love

S. V. BENET: Portrait of a Southern Lady

W. R. BENET: From the Dust Which is God; The Falconer of God

J. P. BISHOP: Apparition; The Return; Moving Landscape with Falling Rain; Metamorphosis of M.

R. P. T. COFFIN: The Secret Heart; The Fog; The Lantern in the Snow

E. E. CUMMINGS: Selections from *50 Poems*

MARIANNE MOORE: He Digesth Harde Yron; See in the Midst of Leaves; and others

ALLEN TATE: Emblems; The Subway; and others

MARK VAN DOREN: Posey God and Schoolroom God; and others

W. C. WILLIAMS: The Red Wheelbarrow; Tract; and others

MASTERPIECES OF LITERATURE

Three albums each containing six 10-inch, 78 r.p.m. records and each accompanied by a teacher's manual. These are produced by Columbia Recording Corporation, which fixed the retail price at \$5.90. The selections and readers were chosen and the manual prepared by an NCTE Committee, Robert C. Pooley, chairman.

The Appreciation of Poetry. Read by Norman Corwin: Boots; Boot and Saddle; Sea Fever; A Red, Red Rose; Break, Break, Break; Kubla Khan; The Lark; Song of the Chattahoochee; From the Sante Fe Trail; Lost; Silver; The Runaway; A Wet Sheet and a Flowing Sea; The Fog; The Railway Train; Deserted; In Time of The Breaking of Nations; Crossing the Bar; Ozymandias; The Tiger; She Walks in Beauty; Dover Beach; Encouragement to a Lover; On His Blindness; In Flanders Fields; When I Heard the Learned Astronomer; To Althea, from Prison; November Night; The Man With the Hoe.

Our American Heritage: Thirteen prose selections, read by Wesley Addy: The Mayflower Company; From "The Pennsylvania Charter of Privileges"; The Declaration of Independence; Selection from the Farewell Address of George Washington; From the First Inaugural Address of Thomas Jefferson; A Selection from "Sacred Obligations"; The Gettysburg Address; From "The History of Liberty"; Patriotism; From "A Pan-American Policy"; From "Our Responsibilities as a Nation"; From "Americans of Foreign Birth"; From "The Promised Land."

Great Themes in Poetry: Twenty-one poems, arranged under thirteen themes. Read by Basil Rathbone: God's World; Loveliest of Trees; The Vagabond; Ode on a Grecian Urn; Abou Ben Adhem; Shakespeare's Sonnet XXIX; The Arrow and the Song; Sonnet XLIII (E. B. Browning); The Passionate Shepherd to His Love; Go Lovely Rose; To the Virgins to Make Much of Time; The World is Too Much with Us; Travel; On First Looking into Chapman's Homer; Ode to the West Wind; From "In Memoriam"; To a Waterfowl; On the Late Massacre in Piedmont; Stupidity Street; In Memoriam F. A. S.; Sonnet (Rupert Brooke); Prospice; The Waste Places; Say Not the Struggle Nought Availeth; Invictus; The Old Woman of the Roads; My Own, My Native Land; America; Hate.

SPECIAL LINGUISTIC RECORDINGS

These are 10-inch, 78 r.p.m. records designed to help high school and college students to realize something of the interesting history of our language. (Members's price, \$1.25.)

Beowulf: Selections read in Old English diction, with explanation, by Harry M. Ayres.

Chaucer: Selections from Prologue to the Canterbury Tales and Nun's Priest's Tale read with explanation of Middle English sounds by Harry M. Ayers.

Shakespeare: Hamlet's Soliloquy and part of "Speak the speech, I pray you," read by Harry M. Ayres in Elizabethan accent.

Gettysburg Address: Read by Harry M. Ayers in the style and tone of Lincoln's day, and on the reverse side in the manner of today.

Street Cries of Charleston, S. C.: Quaint, original chants of the fish, flower, and vegetable vendors.

4.

MOTION PICTURES AND FILMSTRIPS¹

Many producers do not rent films. However, many of the films which are listed below may be rented or secured on loan from the local distributors of films in Pennsylvania. Each Pennsylvania teachers college now has a film library.

Where direct purchase is desirable, the prices which are listed later will be found pertinent.

¹ Data adopted from: Kenny, Rita J., and Schofield, Edward T., "Motion Pictures and Filmstrips for English," *The English Journal*, Volume XXXIX, Number 2, February 1950.

DIRECTORY OF PRODUCERS

- ALA: American Library Association, Publicity Division, 50 East Huron Street, Chicago 11, Illinois
- Brandon Films, Inc., 1600 Broadway, New York 19, New York
- BIS: British Information Services, 30 Rockefeller Plaza, New York 20, New York
- Castle Films Division, United World Films, 1145 Park Avenue, New York 29, New York
- Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois
- Curriculum Films, Inc., 1775 Broadway, New York 19, New York
- Eastin Pictures Company, P. O. Box 598, Davenport, Iowa
- EB: Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois
- Hoffberg Productions, Inc., 620 Ninth Avenue, New York 18, New York
- IFB: International Film Bureau, Inc., 84 East Randolph Street, Chicago 1, Illinois
- Library Films, Inc., 25 West Forty-fifth Street, New York 19, New York
- Morthole: E. L. Morthole, 2216 Greenwood Avenue, Evanston, Illinois
- Pictorial Films, Inc., 625 Madison Avenue, New York 22, New York
- Pocket Books, 1230 Avenue of the Americas, New York 22, New York
- Popular Science Publishing Co., Audio-Visual Division, 353 Fourth Avenue, New York 10, New York
- Stillfilm, Inc., 8443 Melrose Avenue, Hollywood 46, California
- SVE: Society for Visual Education, Inc., 100 East Ohio Street, Chicago 11, Illinois
- Teaching Aids Exchange, Box 1127, Modesto, California
- TFC: Teaching Film Custodians, Inc., 25 West Forty-third Street, New York 18, New York
- YAF: Young America Films, Inc., 18 East Forty-first Street, New York 22, New York

I. ENGLISH LITERATURE

Motion Pictures¹

Cambridge. 20 min. BIS. \$45.00

A picture of one of the oldest universities in the world. Set in the heart of the old market town, its colleges are rich in history. Their buildings and the long lawns reaching down to the river Cam are famous for their beauty. The film explores the lecture halls and laboratories at Cambridge and shows in one picturesque scene after another why the university is famous.

Christmas Carol. 37 min. TFC

Metro-Goldwyn-Mayer production of Dickens' famous tale of misertiness. Cast includes Reginald Owen, Gene Lockhart, and Ann Rutherford.

David Copperfield. Each part, 38 min. TFC

Part 1—The boy. Deals with David's childhood and early youth as portrayed in the M-G-M film. Part 2—The man. David's early manhood; his career and marriage are enacted.

Elegy Written in a Country Churchyard. 17 min. Eastin. \$37.50

A pictorial pilgrimage to Buckinghamshire, immortalized by Thomas Gray. Includes a brief biographical sketch of the poet and a reading from the "Elegy".

England, Background of Literature. 10 min. Coronet. \$45.00

Shows London, as the inspiration of Chaucer, Dickens, and Browning; the countryside, which was so meaningful to Shakespeare, Keats, and Kipling; and the sea, as Coleridge, Conrad, and Masfield wrote of it.

¹ Check Directory of Producers above.

English Inns. 10 min. 1FB. \$22.50

Presents an interesting tour of English byways, stopping to acquaint the spectator with English centers of hospitality, playhouses, and links in transportation.

Great Expectations. 38 min. TFC

Excerpted from the Universal photoplay and edited to throw the major emphasis upon Pip.

Jane Eyre. 40 min. TFC

The cast includes Joan Fontaine and Orson Welles.

Master Will Shakespeare. 11 min. TFC

A brief and somewhat fictionized story of the life of Shakespeare, beginning with views along the Avon in the village of Stratford, and depicting Shakespeare's entire life. Includes scenes from *Romeo and Juliet*.

Othello. 45 min. Eastin. \$75.00

An excellent cast, including John Slater, Luanne Shaw, and Sebastian Cabot, appear in the principal scenes from Shakespeare's famous play. The condensed version is worth while for English literature classes as well as for dramatic art classes.

Pride and Prejudice. 45 min. TFC

Hollywood version with Greer Garson.

Romance of Robert Burns. 17 min. Color. TFC

A story woven about episodes in the life of Robert Burns, with musical accompaniment including "Auld Lang Syne" and "Flow Gently, Sweet Afton."

Romeo and Juliet. 30 min. TFC

Excerpts from M-G-M production. Follows the love story from the first meeting through the final scene in the tomb.

Rural England. 11 min. TFC

English countryside in spring with general views and closeups of architectural details.

Scotland, Background of Literature. 10 min. Coronet. \$45.00

Helps students to understand the rugged country which inspired men like Scott, Burns, Stevenson and Defoe.

Scotland—The Bonnie. 10 min. TFC

A picture of the rugged Scotch countryside, views of the homes of Sir Walter Scott and Robert Burns, the castle of Edinburgh, and the king and queen arriving to attend the annual highland gathering at Brasmar.

Tale of Two Cities. 45 min. TFC

Screen portrayal with Ronald Colman.

Tennyson's Land of Lyonesse. 11 min. Eastin. \$18.75

Environs of King Arthur and his knights of the Round Table. Several of Tennyson's poems are read.

Treasure Island. 40 min. TFC

Produced by M-G-M in 1934 and based on the well-known story of Robert Louis Stevenson. Re-edited from the feature film and stars Lionel Barrymore, Wallace Beery, and Jackie Cooper.

Westminster Abbey. 20 min. BIS. \$42.00

The history of Westminster Abbey is the history of England. Here Parliament once met; here for centuries the kings and queens of England have been crowned; here are buried illustrious Englishmen of all times.

Works of Charles Dickens. 18 min. Hoffberg. \$100.00

This film was photographed in authentic locations where Dickens lived. It shows his early home and all the important places in England connected with his life.

FILMSTRIPS

As You Like It. 50 frames. YAF. \$3.50

A pictorial synopsis of the play, based on scenes from motion picture.

Hamlet. 60 fr. YAF. \$3.50

A pictorial synopsis of the play based on scenes from Lawrence Olivier screen version.

Henry V. 42 fr. YAF. \$3.50

A pictorial synopsis of the play based on the Lawrence Olivier screen version.

Introduction to Seventeenth-Century England. 36 fr. SVE. \$3.00

Pictures the bitter strife between the Cavaliers or Royalists and Roundheads or Puritans—and the wide divergence in the literature of the period.

Introduction to Eighteenth-Century English Literature. 35 fr. SVE. \$3.00

Calls attention to the lives of outstanding writers of the eighteenth century: Defoe, Swift, Pope, Fielding, Samuel Johnson, Gibbon, and Sheridan.

Introduction to the Romantic Age in English Literature. 36 fr. SVE. \$3.00

Explains that the Romantic Age in English literature was so called because the writers of this period spoke as individuals and believed that in speaking from the heart they reached humanity.

Introduction to William Shakespeare. 41 fr. YAF. \$3.50

A brief survey of the life and times of Shakespeare.

Introduction to the Victorian Age in English Literature. 41 fr. SVE. \$3.00

Portrays the background for the writers of the Victorian age and scenes from the England of that period.

Ivanhoe. 105 fr. Color, Pictorial. \$7.00

Basic plot of Sir Walter Scott's novel.

Lady of the Lake. 45 fr. Morthole. \$15.50

Includes scenes of Loch Lomond, the Trossachs, and Stirling.

Macbeth. 45 fr. YAF. \$3.50

A pictorial synopsis of the play, based on scenes from the Orson Welles' screen version.

The Macbeth Country. 58 fr. Morthole. \$5.50

Includes scenes of Cawdor Castle, Inverness, Dunsinane, and MacDuff's Castle.

Midsummer Night's Dream. 53 fr. YAF. \$3.50

A pictorial synopsis of the play based on scenes from the motion picture.

Robin Hood. Parts I and II. 30 fr. each. Stillfilm

Text and pictorial materials alternate to provide summaries of several tales, including: how Robin Hood became an outlaw, Friar Tuck, Lady Marian, Richard the Lionhearted on crusade, and others.

Romeo and Juliet. 62 fr. YAF. \$3.50

A pictorial synopsis of the play based on scenes from the motion picture.

The Scott Country. 46 fr. Morthole. \$15.50

Scenes of Walter Scott's homes in Edinburgh, Melrose, and Dryburgh Abbey.

Shakespeare's Theater. 43 fr. YAF. \$3.50

Illustrates the nature and structure of the Elizabethan theater by showing how a group of students reconstructed Shakespeare's Globe Theatre as one phase of their introduction to Shakespeare's plays.

Stratford-on-Avon with Warwick and Kenilworth. 57 fr. Color. Morthole. \$15.50

Shows interiors of Anne Hathaway's cottage, castles of Warwick and Kenilworth.

Treasure Island. 102 fr. Color. Pictorial. \$7.00

Pictures incidents based on Robert Louis Stevenson's novel.

II. AMERICAN LITERATURE

MOTION PICTURES

Adventures of Huckleberry Finn. 40 min. TFC

The Hollywood version of Mark Twain's novel, with Mickey Rooney, Walter Connolly, and other actors of note.

Captains Courageous (Fishhook Sequence) 12 min. TFC

A fisherman teaches a boy the value of fair play in dealing with others.

Captains Courageous (School Sequence) 12 min. TFC

An excerpt from M-G-M film dealing with school life, also emphasizing values of fair play.

Good Earth. 30 min. TFC

Deals with the ravages of famine in a Chinese village and the struggle for survival. Excerpt from M-G-M film.

The Good Job. 10 min. TFC

William Saroyan's story of a storekeeper in a slum district who philosophizes regarding customers.

The House of the Seven Gables. 40 min. TFC

A rendition of Hawthorne's novel. Authentic costuming and environmental background. Valuable as an experience preceding or following the reading of the novel.

Lady or the Tiger. 11 min. TFC

Dramatization of Frank Stockton's short story.

Mutiny on the Bounty. 40 min. TFC

Cut from the M-G-M film, with Charles Laughton, Clark Gable, and Franchot Tone. A well-acted thriller.

Story That Couldn't Be Printed. 11 min. TFC

History of John Zenger, pre-Revolutionary War printer, whose acquittal on charges of printing statements impugning the honesty of the king's colonial representative established basic principles of the press.

Tall Tales. 11 min. Brandon. \$40.00

Three authentic American folk ballads charmingly sung by four noted ballad singers: Burl Ives, Joshua White, Will Gear, and Winston O'Keefe. The ballads sung are "Strawberry Roan," "Grey Goose," and "John Henry."

To Hear Your Banjo Play. 20 min. Brandon. \$72.00

The origin of the banjo and the development of southern folk music are traced around the country, and their influence on the lives of millions of people is indicated. Different regions and ways of living create different kinds of music and examples are used throughout. Story by Alan Lomax.

FILMSTRIPS

Introduction to Nineteenth-Century American Literature. 38 frames. SVE. \$3.00

Calls attention to a number of interesting facts about and habits of the American poets of this era, including Lowell, Whittier, and Longfellow.

The Literature of Freedom. 36 fr. Popular Science

A reminder of the ways in which the dynamic theme of freedom has inspired writers of all times. Pictures and text highlight outstanding expressions of the urge of freedom and narrate heroic deeds performed for freedom.

Rip Van Winkle. 115 fr. Color. Pictorial. \$7.00

Washington Irving's story told in pictures.

The Vocabulary of Freedom. 40 fr. Popular Science

A treatment of the significant words that symbolize the concepts and practices of freedom. It explains the functional importance of certain words that are often shrouded in vagueness. It also explains many words essential to the discussion of the great American documents.

Everyday Courtesy. 10 min. Coronet. \$45.00

A junior high school class prepares an exhibit on courtesy. The importance of a friendly attitude and courteous expressions such as "May I?" "Thank you," and "Please" are stressed.

How to Judge Authorities. 10 min. Coronet. \$45.00

Bill encounters a puzzling conflict between statements of authorities. He considers the internal evidence of each authority, the experience from which each speaks, and the evidence of his own experience to reach sound, intelligent decisions.

How to Judge Facts. 10 min. Coronet. \$45.00

This film helps students to establish a judicious mental attitude toward fact-finding. They learn to guard against platitudes, false analogies, assumptions, and double meanings as well as to gain a new clarity in mental perspective.

How to Read a Book. 10 min. Coronet. \$45.00

Selecting a book involves several considerations: What information is needed? What questions are to be answered? What does this book offer? The film does much to answer these questions and includes other details—the author's attitude; where to look for key ideas and how to use them in rapid reading; the index; footnotes; references; when to read quickly; when to read with greater care.

How to Study. 11 min. Coronet. \$45.00

Jim learns how to study, and how to make it interesting and profitable by organizing his work and budgeting his time, by reading with a purpose in mind and knowing how to locate reference material quickly. In this way he gets more done in less time.

How to Write Your Term Paper. 10 min. Coronet. \$45.00

Shows step by step how a term paper is written from choice of a topic to the finished paper.

Improve Your Pronunciation. 10 min. Coronet. \$45.00

While practicing his speech to be given at a school banquet, Walter begins to realize his own pronunciation shortcomings. He formulates a program for improvement by using these basic rules: Pronounce each sound correctly; pronounce each syllable; use accepted pronunciations.

Improve Your Reading. 10 min. Coronet. \$45.00

Suggestions from improvement of rate of reading as well as eye-perception span, comprehension, and other phases of reading skill.

Making Sense with Sentences. 10 min. Coronet. \$45.00

A telephone conversation and a letter based upon it show the desirability of complete sentences—for clarity. Best for junior high school.

Propaganda Techniques. 10 min. Coronet. \$45.00

A high-school student finds out how propaganda was used in the town election. Examples of glittering generalities, name-calling, etc.

Punctuation: Mark Your Meaning. 10 min. Coronet. \$45.00

A puppet-show script is being written. Through the actions of the puppets the importance of punctuation is shown.

Speeding Your Reading. 11 min. Teaching Aids Exchange. \$50.00

Film concentrates on development of correct reading habits—start-and-stop motion of the eyes, point of focus, and span of recognition are presented in a meaningful way.

III. LITERATURE OF OTHER LANDS AND TIMES

MOTION PICTURES

Ancient World Inheritance. 10 min. Coronet. \$45.00

Motivates the study of ancient history by relating the achievement of ancient civilization to institutions of the modern world. By comparison of ancient with the modern, it shows how everyday articles as textiles, paper, and machines, and institutions like writing and law are inherited from the culture of Egyptians, Babylonians, Assyrians, and other ancient peoples.

Cyrano de Bergerac. 10 min. Library Films. \$30.00

Walter Hampden, who has appeared in the title role of this play, serves as commentator, first interpreting Rostand's immortal character, and then appearing in several outstanding scenes from the well-known tragedy

Les Miserables. 36 min. TFC

Cut from the Twentieth-Century Fox film, starring Frederic March and Charles Laughton.

FILMSTRIPS

The Odyssey. 97 frames. Color. Pictorial. \$7.00

Following events are pictured in detail: Cyclops, the Bag of Winds, Circe, Charybdis and Scylla, Calypso.

The Three Musketeers. 105 fr. Color. Pictorial. \$7.00

A portrayal of Alexander Dumas's novel.

IV. THE MECHANICS OF ENGLISH

MOTION PICTURES

Build Your Vocabulary. 10 min. Coronet. \$45.00

Shows how a vocabulary failure is turned into a success. Mr. Thompson, who finds himself at a loss for words at a civic association meeting, takes a cue from his son Roger and embarks upon a systematic campaign of vocabulary improvement.

Building an Outline. 10 min. Coronet. \$45.00

Shows the results of work that is based on poor outlines and work based on well-constructed outlines. Presents techniques.

Choosing Books To Read. 10 min. Coronet. \$45.00

Peter, a student, discovers that he can find a great deal of information about his hobby, photography, through reading books. This film stresses the use of library facilities including the card catalogue, bibliographies, book lists, and the help of the librarian.

Dating: Do's and Don'ts. 10 min. Coronet. \$56.25; color \$112.50

A dramatized presentation from the invitation to goodnight. The boy's responsibility is emphasized more than in most treatments. Suitable for early adolescence.

Do Words Ever Fool You? 11 min. Coronet. \$45.00

False impressions are created through misuse of words in advertising and even at home. Shows how words, if not used carefully and explicitly, may become confusing and time-wasting.

Spelling is Easy. 10 min. Coronet. \$45.00

This film presents the five rules for learning to spell, building the action around the story of Tom Stafford, who is writing a report of a fifth-grade science experiment for the school paper.

Watch That Quotation. Coronet. \$45.00

Best for junior high school. Teaches the need of accuracy in quoting others. Presented in narrative form.

We Discover the Dictionary. 10 min. Coronet. \$45.00

Important points regarding dictionary usage are developed through a simple story concerning three students who are assigned the task of writing a letter. By the time the letter is finished, they have learned a great deal about dictionaries, including the use of guide words, finding the spelling of words, definitions, the reading of diacritical marks, and the many kinds of dictionaries.

Who Makes Words? 10 min. Coronet. \$45.00

In a search for a new word to describe the pastel-colored blackboard, pupils are led to investigate the source of other words and to discover that some are borrowed, some are simply invented, and some come about through changes in spelling or meaning. Through their search, they learn the important ways by which our language grew.

Why Punctuate? 11 min. YAF. \$40.00

This film stimulates an interest in punctuation by showing how essential good punctuation is to writing in social and business life. It summarizes the basic rules for the use of the comma, quotation marks, semicolon, and colon.

FILMSTRIPS

The Apostrophe. 34 frames. Popular Science. \$6.00

Cartoon figure of apostrophe compares himself with the comma in shape, indicates his uses, and states his two jobs—to indicate ownership and to show omission of letters.

Colon, Semicolon, and Dash. 44 fr. Color. Popular Science. \$6.00

Explains use of the colon in letter heading, statements, long series, and with figures. Also describes use of the semicolon in joining related sentences and with conjunction adverbs, and the use of the dash—for special purposes.

The Comma, Part I. 45 fr. Color. Popular Science. \$6.00

Defines punctuation as a way of conveying the meaning of a sentence. Includes the use of commas in punctuation of series.

The Comma, Part II. 32 fr. Color. Popular Science. \$6.00

Explains use of comma to set off "loose" parts of a sentence. Types of loose parts shown include "Yes" and "No," adverbs such as "however," and names of persons addressed and words in apposition.

The Comma, Part III. 40 fr. Color. Popular Science. \$6.00

Covers use of comma to set off introductory phrases, and clauses that are out of normal order.

Diagramming Compound and Complex Sentences. 35 fr. SVE. \$2.00

The rules of sentence diagramming are illustrated. Useful in that there is repetition and that the student works along with the filmstrip.

Diagramming Simple Sentences. 35 fr. SVE. \$2.00

Illustrates fundamental rules of sentence diagramming.

How to Develop a Good Vocabulary. 48 fr. Color. Curriculum. \$6.95

Joe develops a formula for vocabulary building: keep a notebook for new words, look up the new words in the dictionary, and use them correctly.

How to Use an Encyclopedia. 51 fr. Popular Science. \$3.00

Briefly presents basic elements of encyclopedia use in an actual classroom situation. Follow-up suggestions, testing, and review materials. Teacher's guide.

Importance of Vocabulary in Communication. 56 fr. Color. Curriculum. \$6.95

The experience of a French child who knows no English, lost in New York, illustrates the importance in our lives of an ever-growing vocabulary.

Modifiers—Adjectives and Adverbs. 49 fr. Color. Curriculum. \$6.95

"Grammar, Inc.," employs "Adjective" and "Adverb" as modifiers. Each envies the other's job, but finds that neither one can do the other's work.

Nouns. 54 fr. Color. Curriculum. \$6.95

"Noun," would-be movie actor, proves he can play the parts of people, places, things, and ideas, including plurals, or feminine forms of masculine nouns.

Quotation Marks. 58 fr. Color. Popular Science. \$6.00

Explains that quotation marks are stop and go signs in written conversation. Shows use of capital to begin quotation, punctuating the end of a quotation, broken quotation use in titles, and excerpts copied from words of others.

Parts of Speech. 34 fr. SVE. \$2.00

Teaches the parts of speech by comparing sentence and its words to a train with various types of cars.

Sentence Construction. 43 fr. SVE. \$2.00

Sentence construction is pictured as essentially a building process.

Spelling—Let's Look into Some of the Problems. 43 fr. Color. Curriculum. \$6.95

Stresses necessity for good spelling in whatever the student writes. Introduces some common spelling difficulties.

Spelling—Memory Aids. 48 fr. Color. Curriculum. \$6.95

Introduces ways of using your imagination to form mnemonics of memory-aid pictures to hang in the mind to remember frequent misspellings.

Spelling—Seeing, Hearing. 57 fr. Color. Curriculum. \$6.95

Errors of substitution, omission, addition, and transposition of sounds in words spelled the way they sound are reduced or overcome by careful observation, pronunciation, and a "photographic memory."

Subject and Predicate. 52 fr. Color. Curriculum. \$6.95

"Subject" and "Predicate," arguing their relative importance before a judge, learn that they are equally important, as students learn to recognize each in simple declarative sentences.

Use of the Dictionary in Spelling. 56 fr. Color. Curriculum. \$6.95

The dictionary as the basis of good spelling habits, as an aid in learning pronunciation, in forming mnemonics, and in "photographing words" in the mind.

Words and Their Backgrounds. 52 fr. Color. Curriculum. \$6.95

The names of such familiar things as a book, a sofa, and a sandwich have unsuspected and fascinating backgrounds, which the dictionary will reveal.

V. BOOKS AND LIBRARIES

MOTION PICTURES

Books. 11 min. Hoffberg. \$36.00

Development of the alphabet from earliest times to the printed book. Part of libraries in circulating books. Making of a book—paper manufacture, printing, and assembling the pages and illustrations. Types and uses of books.

Find the Information. 10 min. Coronet. \$45.00

Teaches the student how to find reliable information quickly through this study of many widely used indexes, including the *Readers' Guide to Periodical Literature*, *Who's Who in America* and the *World Almanac*

It's All Yours. 10 min. Pocket Books. \$23.60

Designed to stimulate interest in reading. Excerpts from great books are illustrated. Portrays incidents that show how books contribute to richer living. Influence of reading on choice of vocations shown. Ralph Bellamy is the narrator.

Know Your Library. 10 min. Coronet. \$45.00

Deals specifically with the use of the card catalogue, the arrangement of books on shelves, the vertical file, the *Reader's Guide to Periodical Literature*, and general reference books.

Library of Congress. 20 min. Castle. \$27.12

A pictorial tour of the Library of Congress showing its many facilities and services to American and international scholars. Originals of rare books, historical documents, and music scores are shown, also field work in the recording of American folk music, and the translating of books into braille.

New Chapters. 16 min. Color. ALA. \$115.00

Gives a better understanding of what a library is; what its potentials are for community service and use. It has many compelling human interest scenes which make it entertaining as well as informative.

FILMSTRIPS

Use Your Library. 77 frames. ALA. \$5.00

Designed to create a favorable attitude toward the school library on the part of students and to teach them how to use it. It shows them how to find books, brief facts, magazine articles, and pamphlets.

VI. BIOGRAPHY

MOTION PICTURES

Story of Dr. Carver. 11 min. TFC

The story of a Negro slave boy who received an education and became a scientist.

James Fenimore Cooper. EBF. \$76.50. Rental, \$5.00

Something of the forces which led Cooper to become a novelist of the frontier, and his experience at sea. His later social-reform writings are also treated. Collaborator: Robert E. Spiller.

Benjamin Franklin. EBF. \$76.50. Rental, \$5.00

From sweeping his brother's printshop to addressing, at the age of eighty-one, the Constitutional Convention just before the signing. Collaborator: Carl Van Doren.

Washington Irving. EBF. \$76.50. Rental, \$5.00

Early life as lawyer and writer and incidents which determined his writing. Meeting with Sir Walter Scott and his life in Spain. Collaborator: Leon Howard.

Henry Wadsworth Longfellow. EBF. \$76.50. Rental, \$5.00

From the lad of thirteen delighted with publication of his poem to the man of seventy-two receiving a chair made from the chestnut tree of "The Village Blacksmith." Recital of familiar poems included. Collaborator: Howard M. Jones.

Story of Alfred Nobel. 10 min. TFC

This film explains the origin of the Nobel Prize and portrays the works of Nobel in scientific research.

Story of Louis Pasteur. 22 min. TFC. Excerpt from the Warner film.

Perfect Tribute (Lincoln). 20 min. TFC

An adaptation of the story by Mary Shipman Andrews.

APPENDIX

ACKNOWLEDGMENTS

CONTRIBUTORS OF WRITTEN REPORTS

These are the people who sent written reports, book lists, and units to us. We have tried our best to record here the names of *everyone* who reported to us his contribution to the work of curriculum building, but since units were sent to various centers, some contributors may not be listed. Although we tried our best to keep "vital statistics" on each contributor, some contributions were not labeled. These will be identified in the revision of this bulletin if information is provided. Some bore only a name. We thank all who contributed for their earnest cooperation:

Adams, Belle, Aliquippa High School, Aliquippa
Adams, Bruce E., Williamsport Public Schools, Williamsport
Albert, Martha, Bethlehem Public Schools, Bethlehem
Alderman, Anita, Sharpsville School District, Sharpsville
Anderson, Arthur D., Zelienople Borough, Beaver Falls
Aschenbrenner, G. H., Southern Junior High School, Reading

Baker, Anna L., West Chester Senior High School, West Chester
Bailey, Emily, Swissvale High School, Swissvale
Balph, Mrs. Lillie, Beaver Falls Senior High School, Beaver Falls
Barbu, Mrs. Victoria, Farrell Senior High School, Farrell
Barkas, Jean, Radnor Township High School, Wayne
Barnes, Howard I., Beaver Falls
Barrett, H. Robert, Northeast Junior High School, Reading
Barsky, Gilbert, Radnor Township High School, Wayne
Beck, Ruth S., Sunbury Junior High School, Sunbury
Becker, Lenore S., Indiana Senior High School, Indiana
Belshaw, Josephine, Bethlehem Public Schools, Bethlehem
Bessemer, John, Bethlehem Public Schools, Bethlehem
Best, Dorothy H., Lincoln Junior High School, Oil City
Bilheimer, Harold, Bethlehem Public Schools, Bethlehem
Bitler, D. M., Muncy-Muncy Creek Public Schools, Muncy
Blain, Lois, Westmoreland County
Blair, Mrs. Alice P., Theodore Roosevelt Junior High School, Williamsport
Blose, Carl, Bethlehem Public Schools, Bethlehem
Boal, Margaret, Senior High School, Oil City
Booth, Carolyn, Beaver Falls
Boyd, Edith, Bethlehem Public Schools, Bethlehem
Bradley, Margaret, Meadville High School, Meadville
Breckenridge, Ruth A., Peabody High School, Pittsburgh
Broehl, Frances, Senior High School, Flint, Mich.
Brown, Martha E., South Williamsport Borough, Williamsport
Brown, Mary J.
Brumbach, Walter A., Southern Junior High School, Reading
Brunner, Margaret D., West Reading Schools, Reading
Burkhardt, Ferdinand, Bethlehem Public Schools, Bethlehem
Burkholder, Emily S., Southwest Junior High School, Reading
Burnett, Marilyn, Parnassus Junior High School, New Kensington
Butler, Pennsylvania, Course of Study

Caldwell, Mildred T., Sharon High School, Sharon
Campbell, L., Junior High School, Beaver Falls
Causgrove, Jeannette, East High School, Erie

Carr, Lyell B., Warren Senior High School, Warren
 Carter, Helen E., Senior High School, Jersey Shore
 Carter, Miriam New Brighton Borough, New Brighton
 Christ, Paul, Bethlehem Public Schools, Bethlehem
 Clause, Ronald, Beaver Falls High School, Beaver Falls
 Clouser, William H., Southern Junior High School, Reading
 Cochran, Joann, Aliquippa High School, Aliquippa
 Committee on Alcohol, Narcotics, Drugs and Tobacco
 Committee on Spelling, Chester Public Schools
 Compton, Elva, Bethlehem Public Schools, Bethlehem
 Connell, Martha G., Cresson High School, Cresson
 Cooney, Gilbert H., Wilson Junior High School, Easton
 Cope, Jean, Radnor Township High School, Wayne
 Coppola, Louise A., Jay Township High School, Weedville
 Coulson, Maxine, Beaver Junior High School
 Courtney, Mrs. Paul, Beaver Falls High School, Beaver Falls
 Cramer, Gladys
 Crawford, Roy, Beaver Falls, High School, Beaver Falls
 Cresswell, Abigail, Lincoln High School, Ellwood City

Dazoff

Daverio, Caroline, Sharon High School, Sharon
 Davis, Betty, Ebensburg Grade School, Ebensburg
 Decker, M. K., Williamsport City Public Schools, Williamsport
 Deiter, Frances H., Sugarcreek Township High School, Franklin
 DeCondres, Helen, Meadville High School, Meadville
 DeMaison, Adelaide, Meadville High School, Meadville
 Deininger, M. Kathryn, Southwest Junior High School, Reading
 Devenny, Eleanor, Homestead High School, Homestead
 Douthett, Alice E., Butler Senior High School, Butler
 Dickey, Margaret L., New Brighton Borough, New Brighton
 Dunham, Juliette, New Brighton

Eddy, Beryl, Oil City High School, Oil City
 Eisaman, Margaret, Swissvale High School, Swissvale
 Erickson, Janet, Sunbury High School, Sunbury
 Eck, Helena, Williamsport Public Schools, Williamsport
 Elliot, Maxine, Lewisburg High School, Lewisburg
 Ellis, M. S., Marienville High School, Marienville
 Encke, Ethel G., Radnor Township High School, Wayne

Farrel, Helen R., Hellertown High School, Hellertown
 Fehr, Blanche, Northeast Junior High School, Reading
 Filler, Grace, Radnor Township High School, Wayne
 Fiorini, Jewel T., Sullivan County Schools
 Foster, Bessie, Robinson Township
 Frederick, Sarah F., Williamsport Borough
 Furey, Jane A., South Williamsport Senior High School, Williamsport
 Furguele, Samuel F., Indiana Junior High School, Indiana

Gallagher, Lois, Zelienople, Beaver Falls
 Galmish, Rosadell, Youngsville Borough, Youngsville
 Garbrick, Winona W., Bedford High School, Bedford
 Garrity, V. Marie, Patton High School, Patton
 Gibson, Martha, Northwest Junior High School, Reading
 Gill, Mrs. Irene F., Senior High School, Oil City
 Gill, Martin R., Radnor Township High School, Wayne
 Gleckler, Marion, Mansfield Senior High School, Mansfield
 Glenn, Mary D., Central High School, Johnstown

Gojdics, Anne, Farrell Borough, Farrell
Grahame, Elfreda, Junior-Senior High School, Franklin
Grant, Robert M., New Brighton Borough, New Brighton
Griesemer, May K., Northwest Junior High School, Reading
Griffith, Alice M., Farrell Senior High School, Farrell

Haines, Margaret, Redstone High School, Republic
Handler, Gertrude, Indiana Junior High School, Indiana
Harris, Estella E., Muhlenberg Township High School, Laureldale
Harsh, Betty, Beaver Falls Senior High School, Beaver Falls
Haydon, Frances M., New Castle Senior High School, New Castle
Hazen, Norina J., Sunbury Public Schools
Henry, Mrs. Margaret, Senior High, Summit Hill
Hentschel, Thelma E., Radnor Township High School, Wayne
Hervey, M. Eleanor, Butler Senior High School, Butler
Herzberg, S., Beaver Falls
Hibbs, Eleanor, Redstone High School, Republic
Hillard, Helen, Taylor Allerdice High School, Pittsburgh
Hopkins, J. Roger, New Brighton Borough, New Brighton

James, Ada G., S. S. Palmer High School, Palmerton
Jamison, Mary I., Butler Senior High School, Butler
Johnson, Betty O., New Brighton Borough, New Brighton
Johnson, Lester F., The York Junior College, York
Jones, Margaret, Swissvale High School, Swissvale

Kaufman, Ruth L., Senior High School, Oil City
Kels, Elsie M., Garfield Junior High School, Johnstown
Kernan, Frank, Bethlehem Public School, Bethlehem
Kerr, Willard E., Tyrone High School, Tyrone
Kilcullen, Mary M., Southwest Junior High School, Reading
King, Maretta P., Stevens Junior High School, Williamsport
Kline, Mrs. Harriet H., Bloomsburg Borough and State Teachers College, Bloomsburg
Koutras, Helen, Radnor Township High School, Wayne
Kring, Hilda, Conemaugh Township High School, Davidsville
Kulp, A. M., County Superintendent Montgomery County Schools, Norristown
Krivda, Edward, Marion High School, Fayette City
Kuntz, Harry, Edinboro High School, Edinboro

Lantz, Ralph G., Kane High School, Kane
Larimer, Mrs. W. C., Cresson High School, Cresson
Latshaw, Hazel, Tyrone High School, Tyrone
Leaman, Jeannette, Bethlehem Public Schools, Bethlehem
Learish, Mary E., Bedford High School, Bedford
Leinbach, M. Evelyn, Northwest Junior High School, Reading
Leitner, Fred, Bethlehem Public Schools, Bethlehem
Lewis, Ruth, Oil City High School, Oil City
Loos, Jennie, DuBois Junior High School, DuBois
Lutz, Bernita S., Northeast Junior High School, Reading
Lyman, T. LeRoy, retired, Williamsport Public School, Williamsport
Lycoming County Course of Study
Lytle, Ethel, New Brighton High School, New Brighton

Maley, Rita, DuBois Junior High School, DuBois
Martin, Mary Jean, Wesleyville High School, Wesleyville
May, Erma, Conemaugh Township High School, Davidsville
May, Marjorie, Bangor High School, Bangor
McBride, Barbara Jean, Geneva College Senior
McCune, Robert C., New Brighton Borough, New Brighton

McDonald, Ela, DuBois Senior High School, DuBois
McDowell, Elsie, Bethlehem Public Schools, Bethlehem
McDowell, Elsie M., Broughal Junior High School
McFadden, Katherine, H. F. Grebley Memorial Junior High School, Hazleton
McGill, Maurice, Conneaut Valley Joint
McGraw, J. H., Beaver Falls Borough, Beaver Falls
McGregor, Mary F., Indiana High School, Indiana
McHenry, Mary Helen, Sunbury Junior High School, Sunbury
McKinstry, Cleora, Bloomsburg High School, Bloomsburg
McLaughlin, Margaret, Windber High School, Windber
McMullen, Elizabeth, Sharon High School, Sharon
Millen, John J., Butler Senior High School, Butler
Miller, H. Wayne, Radnor Township High School, Wayne
Miller, Helen, Bethlehem Public School, Bethlehem
Miller, Margaret May, Beaver Falls Senior High School, Beaver Falls
Moore, Mary E., Northeast Junior High School, Reading
Morgon, M.
Mottey, Mary, Bradford Senior High School, Bradford
Murphy, Nell, State College High School, State College

Napier, Benjamin C., Radnor Township High School, Wayne
Neast, Betty M., Mauch Chunk Junior-Senior High School, Mauch Chunk
Nelson, Margaret, Senior High School, Oil City
Norman, Niles E., Williamsport City
Norton, Ruth V., Southwest Junior High School, Reading

Ofchus, Frank, Bethlehem Public Schools, Bethlehem
Oplinger, A. J., Hellertown High School, Hellertown
Otto, George, Edinboro High School, Edinboro

Palmer, Mrs. Nellie, North East High School, North East
Parker, H. E., New Castle Senior High School, New Castle
Pepperman, Mrs. E.

Pflum, Esther, Northwest Junior High School, Reading
Pinkerton, Emmy Lou, New Brighton
Post, Hazel, Bethlehem Public School, Bethlehem
Pratt, Morrell, Centerville High School, Centerville
Priola, Rena, Bethlehem Public School, Bethlehem
Proudley, Ada, New Brighton High School, New Brighton

Ramsey, Lola D., Radnor Township High School, Wayne
Ramsey, M. Elizabeth, Curtin Junior High School, Williamsport
Reed, Gertrude, Butler Senior High School, Butler
Reedy, John A., Northwest Junior High School, Reading
Reese, Muhlenberg Township High School, Laureldale
Reese, Truman J., Liberty High School, Bethlehem
Reeves, Marilyn, New Castle Senior High School, New Castle
Reid, Margaret D., Oil City Senior High School, Oil City
Reid, Sarah, Butler Senior High School, Butler
Reinbold, Emma, Reading
Reinhart, Nellie M., Schuylkill Haven High School, Schuylkill Haven
Replogle, Dorothy, Joseph Johns Junior High School, Johnstown
Rhodes, I., Joseph Johns Junior High School, Johnstown
Riddle, Genevieve, New Castle Senior High School, New Castle
Rink, Ruth M., Indiana Junior High School, Indiana
Ritzert, Gertrude, Butler Senior High School, Butler
Roberts, Josephine, Grove City College
Roberts, Mrs. Maude, Sharon High School, Sharon

Rodemoyer, W. E., Zelenople Borough, Butler
Roth, Mrs. S. M., Muhlenberg Township High School, Laureldale
Roux, Mildred A., Farrell Senior High School, Farrell

Sarles, Esther M., Butler Senior High School, Butler
Scheidemautel, L.

Schermerhorn, Lottie, Senior High School, Meadville
Schwoerer, Carrie E., Williamsport City
Seaman, Dorothy K., Northwest Junior High School, Reading
Seitz, Dorothy C., Southwest Junior High School, Reading
Shaffer, Clairalene, New Brighton High School, New Brighton
Shaffer, E. L.

Shaffer, Sue, South Side Junior High School, Oil City
Shaw, Virginia M., Sunbury Junior High School, Sunbury
Shultz, Ann M., Williamsport City

Sigmon, Ruth, Bethlehem Public Schools, Bethlehem
Skala, Jessie Lynn, Lawrence Park High School, Erie
Smith, Margaret, Meadville High School, Meadville
Smith, Anna Grace, Sharon High School, Sharon
Smith, Joy

Snyder, John, Towanda High School

Srocer, Happer B.

Stahlman, J. B., Zelenople Borough, Beaver Falls
Stanley, Audine, Senior High School, Oil City
Stansfield, Elma, Sharon High School, Sharon
Steele, Isabel F., Emlenton High School, Emlenton
Steinhoff, Matilda, Warren Borough, Warren
Stewart, Margaret, Monongahela High School, Monongahela
Stewart, Paul A., DuBois Public Schools, DuBois
Still, Dana S., State Teachers College, Clarion
Stolz, Evelyn A., Senior High School, Oil City
Stone, Evelyn, Mellon Junior High School, Mt. Lebanon, Pittsburgh
Stout, Eleanor E., Beaver Falls
Strebig, J. Edward, Southern Junior High School, Reading
Swanger, Craig G., Indiana High School, Indiana

Tarr, Sara L., Hickory Township School District, Sharon
Taylor, Charlotte, New Castle Senior High School, New Castle
Thierolf, Russell, Bethlehem Public Schools, Bethlehem
Tiffany, Ada, Meadville High School, Meadville
Thomas, Alta, Johnstown High School, Johnstown
Treeweek, Helen, South Palmer High School, Palmerton
Trexler, Carolyn J., Muhlenberg Township High School, Laureldale
Trostle, Sara J., Senior High School, Reading

Underwood, Averyl, Cochranon High School, Cochranon
Ulshafer, Kathryn S., Bradford Junior High School, Bradford

Vogel, Ruth, Rochester Junior High School, Rochester

Wilbur, Fred

Weaver, Elizabeth, Ford City High School, Ford City
Wayne, Mary M., Gilberton High School, Gilberton
Waltz, Keith N., Curtin Junior High School, Williamsport
Walls, Mabel, Butler Senior High School, Butler
Wacle, V. D.

Weaver, Elizabeth, Ford City High School, Ford City
Wendoft, Elza, Titusville High School, Titusville

Yatron, Mildred, Northwest Junior High School, Reading
 Young, Ruth, Johnstown High School, Johnstown
 Yocum, Emily C., Northwest Junior High School, Reading

Zehner, Woodrow, Northeast Junior High School, Reading
 Zuh, Michael, Broughal Junior High School, Broughal

REPRESENTATIVES ON AREA ENGLISH COMMITTEES

The following persons have been selected by the district and county superintendents as their representatives on the nine Area English committees:

WESTERN DISTRICT

Wayne, Mong, *Chairman*, Langley High School, Pittsburgh 4
 Anderson, Jane, Waynesburg High School, Waynesburg
 Baird, Esther, Peter Township High School, R. D. #2, Canonsburg
 Bechtel, Hanna, Junior High School, Coraopolis
 Berkema, Ira J., McKeesport High School, McKeesport
 Blair, Lois C., State Teachers College, Indiana
 Bordas, Viola, Vanderbilt
 Bushnell, Virginia, Arnold High School, Arnold
 Carden, Stella, 724 Center Avenue, Avalon, Pittsburgh 2
 Clark, Ellen, Charleroi, Senior High School, Charleroi
 Colvin, Lillian, Charleroi Senior High School, Charleroi
 Curry, Mary (Mrs.), Senior High School, Donora
 DeBrozze, Antoinette, Rankin Borough High School, Rankin
 DeFrance, Helen, Baxter Junior High School, Pittsburgh
 Donahey, Jean, Brownsville High School, Brownsville
 Eisaman, Margaret, 1128 LaClair Avenue, Swissvale
 Elkins, Ben, Munhall High School, Munhall
 French, Kathleen, Etna Borough Junior High School, Millvale
 Fulton, Ruth, Sewickley Township High School, R. D. #1, New Stanton
 Goodwin, Frances M., Cumberland Township High School, Carmichaels
 Greer, Clara A., Senior High School, 747 Wallace Street, Wilkinsburg, Pittsburgh 21
 Hahn, Ruth, University of Pittsburgh, Pittsburgh
 Haines, Margaret, Redstone High School, Republic
 Hansen, Helma, Jeannette High School, Jeannette
 Heenan, Florence M., South Hills High School, Pittsburgh
 Hill, Philip B., Uniontown Public Schools, Uniontown
 Horst, Charlotte, Charleroi Junior High School, Charleroi
 Jarema, Stella, West Deer Township High School, R. D. #1, Cheswick
 Johnston, Elizabeth, State Teachers College, California
 Johnston, Katharine, Greensburg High School, Greensburg
 Kerr, Virginia, Oakmont Junior High School, Oakmont
 Kiser, David H., 52 Hawthorne Avenue, Crafton
 Kohl, Homer E., 5912 Fredanna Street, Pittsburgh 7
 Krivda, Edward, Marion High School, Fayette City
 Lermann, Katherine, Monessen High School, Monessen
 Lindner, Mabel, Latrobe High School, Latrobe
 Loucks, Ethel, Scottdale High School, Scottdale
 Love, Evelyn, Vandergrift High School, Vandergrift
 McDowell, Esther, Vandergrift High School, Vandergrift
 McLeister, Walter, Penn Township High School, Verona, R. D. #1
 Miller, Helen, North Braddock High School, North Braddock
 Mooney, A., Duquesne High School, Duquesne
 Morrow, Martha, Dormont High School, Pittsburgh 16
 Murphy, Leo J., Brentwood High School, Pittsburgh

Murray, Francis, Principal, Carnegie Elementary School, Braddock
 Myers, Letitia, R. D. #2, Mt. Pleasant
 Myers, Robert, Mount Pleasant Borough High School, Mt. Pleasant
 Nicol, Kathryn F., Derry Township High School, Derry
 Nieman, Jessie, Point Marion High School, Point Marion
 Owen, Sadie, New Kensington High School, New Kensington
 Parry, William B., 17th Avenue School, Homestead
 Peters, Ruth, Penn Township High School, R. D. #1, Jeannette
 Pickens, Martha L., 732 Roselawn Avenue, Pittsburgh 16
 Porter, Katherine S. (Mrs.), Salem Township Junior High School, Delmont
 Ridall, Elizabeth, 120 Fourth Street, McDonald
 Roland, Eleanor, 1141 S. Pittsburgh Street, Connellsville
 Rush, Thelma A., Munhall High School, Munhall
 Rutherford, Anne M., Washington High School, Washington
 Scroggs, Louise, Canonsburg High School, Canonsburg
 Shirey, D. K., Derry Township High School, Derry
 Smith, Louisa C., Waynesburg High School, Waynesburg
 Snyder, George W., Dormont High School, Dormont
 Sober, Pearl, Tarentum High School, Tarentum
 Spiegel, Flora B., Rostraver Township High School, Belle Vernon
 Stephens, Ray, Etna Borough High School, Millvale
 Stewart, Margaret, Monongahela High School, Monongahela
 Stone, Evelyn E., 19 Ralson Place, Pittsburgh 16
 Sturgess, Joyce B., 1706 Renton Street, Pittsburgh 28
 Taylor, Flavia, Hamilton Junior High School, McKees Rocks
 Tracey, Wm., University of Pittsburgh, Pittsburgh
 Waldron, Marjorie P. (Mrs.), East Huntingdon Township High School, Ruffsedale
 Wagoner, Mildred E., 467 Dawson Avenue, Bellevue, Pittsburgh 2
 Wilson, Helen, Clairton High School, Clairton
 Whitehill, Buell, University of Pittsburgh, Pittsburgh

MIDWESTERN DISTRICT

Mrs. Beulah V. Cook, *Chairman*, Beaver Borough High School, Beaver
 Adams, Belle, Aliquippa Senior High School, Aliquippa
 Alderman, Anita, Sharpsville High School, Sharpsville
 Althaus, Ethel, Ambridge Senior High School, Ambridge
 Carter, Miriam, New Brighton
 Cowmeadow, Margaret, Shenango Township High School, R. D. #1, New Castle
 Cresswell, Abigail, Ellwood City High School, Ellwood City
 Gojdcis, Anne, Farrell High School, Farrell
 Hassler, Eugene S., Grove City College, Grove City
 Jernburg, Elizabeth, 1522 Atlantic Avenue, Monaca
 Laing, Melvin, Midland High School, Midland
 McClaron, Frances, New Castle Senior High School, New Castle
 McGinnis, Myrta E., Westminster College, New Wilmington
 McMullen, Elizabeth, Sharon High School, Sharon
 Nair, Bertha, State Teachers College, Clarion
 Reed, Gertrude, Butler High School, Butler
 Roberts, Josephine E., Grove City College, Grove City
 Shaw, Debbie, State Teachers College, Clarion
 Sherwood, Paul, Greenville High School, Greenville
 Shindledecker, Mrs. Ruth, Sandy Lake Jt. Cons. School, Sandy Lake
 Soppitt, Sally, Grove City High School, Grove City
 Spotts, C. B., State Teachers College, Slippery Rock
 Stewart, Grace D., Clarion-Limestone School, Clarion
 Still, Dana, Clarion Junior High School, Clarion

Stout, Eleanor, Zelienople High School, Zelienople
 Swartz, Donald, Senior High School, Aliquippa
 Tarr, Mrs. Sarah, Hickory Township High School, Sharon
 Thel, Caroline, Aliquippa High School, Aliquippa
 Thomas, Mary, Beaver Falls High School, Beaver Falls
 Withrow, Lulu, Rochester High School, Rochester

NORTHWESTERN DISTRICT

Matilda Steinhoff, *Chairman*, Warren High School, Warren
 Beaudry, Elaine, Gridley Junior High School, Erie
 Causgrove, Jeannette, East High School, Erie
 Cunningham, John, Harbor Creek High School, Harbor Creek
 Deiter, Frances H. (Mrs.), Sugarcreek Township High School, Franklin
 deMaison, Adelaide, Meadville High School, Meadville
 Graham, Elfreda, Franklin High School, Franklin
 King, Gertrude, East High School, Erie
 Koch, Albert C., Tionesta High School, Tionesta
 Lowder, Paul A., State Teachers College, Edinboro
 Mallory, Royce, State Teachers College, Edinboro
 Martin, Mary Jean, Wesleyville High School, Wesleyville
 McDowall, Lyle K., Conneaut Lake High School, Conneaut Lake
 Miller, Ruth T. (Mrs.), Sheffield
 Palmer, Nellie (Mrs.), North East High School, North East
 Pratt, Morrell B., Bloomfield Township High School, R. D. #2, Centerville
 Reid, Margaret, Oil City High School, Oil City
 Skala, Jessie Lynn, Lawrence Park, Erie
 Sova, Lucille, Lawrence Park High School, Lawrence Park, Erie
 Steele, Isabel F. (Mrs.), Emlenton High School, Emlenton
 Stranahan, Leora, Corry Junior High School, Corry
 Windoft, Eliza C., Titusville High School, Titusville
 Young, Eleanor, East High School, Erie

CENTRALWESTERN DISTRICT

Rhodes R. Stabley, *Chairman*, State Teachers College, Indiana
 Beam, Jennings B., 119 E. Liberty Street, Punxsutawney
 Boles, Margaret C., 911 E. Mahoning Street, Punxsutawney
 Connell, Martha, Cresson High School, Cresson
 Faber, Marie (Mrs.), Brookville
 Fair, Roberta, Elders Ridge High School, Edri
 Glenn, Mary D., Central High School, Johnstown
 Hall, Mildred, Brookville High School, Brookville
 Henry, Rebecca M. (Mrs.), 122 Allegheny Avenue, Kittanning
 Lambert, Joseph, Indiana High School, Indiana
 Kels, Elsie I., Garfield Junior High School, Johnstown
 Koonce, Viola, Cowanshannock-Rural Valley Junior High School, Rural Valley
 Learish, Mary E., Bedford High School, Bedford
 Long, Maude, Saxton-Liberty High School, Saxton
 May, Erma (Mrs.), Conemaugh Township High School, Davidsville
 McGregor, Mary E. (Mrs.), Indiana Senior High School, Indiana
 McLaughlin, Margaret, Windber High School, Windber
 Meehan, Mary Louise, Cherryhill Township High School, Penn Run
 Meszaros, Dorothy (Mrs.), Nanty Glo High School, Nanty Glo
 Mostoller, Jean, Somerset High School, Somerset
 Painter, Rachel, Kittanning High School, Kittanning
 Repine, Helen, Blairsville High School, Blairsville

Rink, Ruth M., Indiana Junior High School, Indiana
Schiffauer, Margaret (Mrs.), Hooversville High School, Hooversville
Stephenson, Clarence, Clymer High School, Clymer
Swauger, Craig, Indiana High School, Indiana
Thomas, Alta, Johnstown High School, Johnstown
Weaver, Elizabeth, Ford City High School, Ford City

CENTRAL DISTRICT

Rosanna Eckman, *Chairman*, Kane High School, Kane
Allio, Florence, Kane High School, Kane
Benner, Dorothy, Lewistown High School, Lewistown
Blair, Alice, Theodore Roosevelt Junior High School, Williamsport
Boyer, Catherine, Selinsgrove High School, Selinsgrove
Braun, Milton O., Coudersport High School, Coudersport
Brown, Margaret, Ridgway High School, Ridgway
Browne, Jane G. (Mrs.), Curwensville
Carter, Helen, Jersey Shore High School, Jersey Shore
Coppolo, Louise, Weedville
Crumm, Ruby Krouse, Altoona High School, Altoona
Daugherty, Lulu E., Bellwood-Antis High School, Bellwood
Dickey, Gretchen, Lock Haven High School, Lock Haven
Dixon, Mary E., St. Marys
Dubbs, John S., Bellefonte High School, Bellefonte
Dugan, Marian F., Osceola Mills High School, Osceola Mills
Elliott, Maxine, Lewisburg High School, Lewisburg
Engelhardt, Janet (Mrs.), Muncy
Faris, Charles A., Altoona High School, Altoona
Gates, Theodore, Pennsylvania State College, State College
Gillespie, Jane, Clearfield High School, Clearfield
Glecker, Marion, Mansfield Joint High School, Mansfield
Harpster, Dorothy, 218 Seventh Avenue, Philipsburg
Harvey, Frances, Ridgway High School, Ridgway
Hoy, Ruth (Mrs.), Clearfield High School, Clearfield
Kerr, Willard E., Tyrone High School, Tyrone
Krivsky, Winifred F. (Mrs.), Wellsboro High School, Wellsboro
Long, Lois P., Yeagertown
Loos, Jeannie, DuBois Junior High School, DuBois
Madl, Mary L., Middleburg High School, Middleburg
Maccocchi, Anna E., Robertsdale High School, Robertsdale
McLaughlin, Edith, Ridgway Junior High School, Ridgway
Meyers, Eudora, Hollidaysburg High School, Hollidaysburg
Miller, Paul C., Emporium High School, Emporium
Mills, Paul, Renovo High School, Renovo
Murphy, Nell Appy, Pennsylvania State College, State College
Olson, William, Bradford High School, Bradford
Rollins, Florence, Altoona High School, Altoona
Saxton, Robert, Mt. Jewett
Weber, Emma, Huntingdon High School, Huntingdon
Wendle, Miriam, Williamsport High School, Williamsport
Younger, Beatrice, Johnsonburg

SOUTHERN DISTRICT

Mrs. Helen Miller Gotwalt, *Chairman*, Hannah Penn Junior High School, York
Belle, Nelle M. (Mrs.), Duncannon Borough High School, Duncannon
Bellows, Charles, State Teachers College, Shippensburg

Bishop, H. Theora, 110 S. Prince Street, Lancaster
 Bittner, Sarah, McCaskey High School, Lancaster
 Campbell, Martha E., Chambersburg High School, Chambersburg
 Caplan, Lydia, Wm. Penn High School, York
 Daihl, Velva D. (Mrs.), Shippensburg High School, Shippensburg
 Dietrich, Viola, Derry Township High School, Hershey
 Diller, William F., Lancaster High School, Lancaster
 Farling, Mary, Red Lion High School, Red Lion
 Gingrich, Richard, Greencastle High School, Greencastle
 Greenawalt, Lambert, William Penn High School, York
 Groff, Mary S., Columbia High School, Columbia
 Harpel, Ruth C., Lebanon Senior High School, Lebanon
 Hoover, Isabelle, Carlisle High School, Carlisle
 McNitt, Helen, York Junior College, York
 Menges, Mary L., Hanover High School, Hanover
 Morris, Anna L., West York Junior-Senior High School, York
 Nichols, Jean L., Lebanon High School, Lebanon
 O'Neill, Miss, Yeadon High School, Yeadon
 Powell, Homer, Warfordsburg
 Reisinger, George W., State Teachers College, Shippensburg
 Rodgers, Myra, Mifflin
 Slaybaugh, Blanche, New Cumberland High School, New Cumberland
 Shoop, Kathleen W., Metal Township High School, Fannettsburg
 Thomas, Geraldine, McConnellsburg
 Vanderwoll, Mr., Hershey Junior College, Hershey
 Witherspoon, John, 515 Lincoln Way E., Chambersburg

NORTHEASTERN DISTRICT

Leonard Utz, *Chairman*, Supervisor of English, Wilkes-Barre

Anders, Lillian, Simpson High School, Simpson
 Benner, Dorothea, Honesdale
 Bennett, Leland, Plymouth High School, Plymouth
 Bunnell, G. L. (Mrs.), Tunkhannock High School, Tunkhannock
 Cecil, Ramona S. (Mrs.), Mt. Carmel Senior High School, Mt. Carmel
 Costello, Grace, Pittston High School, Pittston
 Costello, Ruth, Winton Borough High School, Jessup
 Davis, Benjamin J., Edwardsville High School, Edwardsville
 Dew, Bessie, Nanticoke High School, Nanticoke
 Erikson, Janet (Mrs.), Sunbury High School, Sunbury
 Finnerty, Alice, Pocono Lake
 Free, Sara S. (Mrs.), Danville High School, Danville
 Garey, Camillia (Mrs.), Factoryville High School, Factoryville
 Gilpin, Ella, Waymart
 Grier, Lenore, Dickson City High School, Dickson City
 Griffith, Reba, Taylor High School, Taylor
 Hannick, Mollie, Olyphant High School, Olyphant
 Hartman, Gerald C., Catawissa High School, Catawissa
 Holcombe, Jean L., Towanda Borough High School, Towanda
 Howley, Irene, 210 Elm Street, Dunmore
 Hughes, Alice, Ashley High School, Ashley
 Kotanchik, Michael, Coal Township High School, Shamokin
 Lesser, Evelyn, Hazleton Senior High School, Hazleton
 Lontz, Charles T. (Mrs.), Milton High School, Milton
 Light, Nancy, Abington Independent School District, Waverly
 Lord, Charlotte, G.A.R. Memorial High School, Wilkes-Barre

McCann, Frank, Scranton Public Schools, Scranton 10
 McKechnie, Elmer, Berwick High School, Berwick
 Morrell, James L., Milford High School, Milford
 McKinstry, Cleora, Bloomsburg High School, Bloomsburg
 Munson, Alfred W., Stroudsburg High School, Stroudsburg
 Nicholls, Andrew, Throop High School, Throop
 Philbin, Cecelia, Archbald High School, Archbald
 Pollock, Florence, Wyalusing Valley Senior High School, Wyalusing
 Prince, Romayne, Carbondale High School, Carbondale
 Rice, Lorraine, Forty Fort High School, Forty Fort
 Roche, Austin, Old Forge High School, Old Forge
 Rozelle, Mary (Mrs.), Peckville
 Sheklitski, Zigmund, West Main Street, Wanamie
 Stoker, William, West Main Street, Wanamie
 Stromberg, Herbert (Mrs.), Central High School, Scranton
 Terrill, Edward, State Teachers College, East Stroudsburg
 Voytko, Anne, Humboldt, R. D. 1, Hazleton
 Williams, Isabel, 221 Warren Street, West Pittston

SOUTHEASTERN DISTRICT

Ann Carroll, *Chairman*, William L. Sayre Junior High School, Philadelphia
 Baker, Anna L., West Chester
 Barber, Madge D. (Mrs.), Ardmore Senior High School, Ardmore
 Blaum, Phyllis (Mrs.), Bridgeport High School, Bridgeport
 Creagmile, Isabelle, Pennsbury Joint High School, Fallsington
 Davis, Gordon R., Media High School, Media
 Ford, Doris (Mrs.), 846 Wynnewood Road, Philadelphia 31
 Gaukrodger, Edith, Upper Darby High School, Upper Darby
 Hoffman, Helen, Ridley Township High School, Folsom
 Haldemann, Emma C., Abington Senior High School, Abington
 Hartman, Martha C., Lansdowne High School, Lansdowne
 Herr, A. B., Narberth High School, Narberth
 Hewitt, Gladys E., Bristol High School, Bristol
 Ingraham, Edward H., Junior High School, Havertown
 Jones, Margaret C., Haverford Township Senior High School, Havertown
 Keller, Dorothy (Mrs.), Morrisville High School, Morrisville
 Kelly, Kathryn, Phoenixville High School, Phoenixville
 Kistler, Richard, Norristown High School, Norristown
 Kohler, Jane, Doylestown High School, Doylestown
 Long, Laura A., Avon-Grove School, West Grove
 Ludwig, Miriam V., Pottstown High School
 McGahey, Mary H., Collingdale High School, Collingdale
 McIlhenny, Ruth A., Gettysburg High School, Gettysburg
 Millen, Jesse M., Haverford Township Senior High School, Havertown
 Moskaluk, Stephanie, Bensalem Township High School, Cornwells Heights
 Nickerson, Madge, Haverford Township Senior High School, Havertown
 Roberts, John, Temple University, Philadelphia
 Schrack, Alice, Coatesville High School, Coatesville
 Shaffer, Donald W., Norristown High School, Norristown
 Sheely, Myrna, Lower Merion Junior High School, Ardmore
 Truxel, Cora (Mrs.), 527 Brookside Avenue, Yeadon
 Tule, Mabel S. (Mrs.), Springfield High School, Chestnut Hill, Philadelphia 18
 Wagner, Edna M., Chester High School, Chester
 Wolfskill, Marie (Mrs.), Upper Merion High School, R. D. #1, Bridgeport
 Wright, Mary G., Jenkintown High School, Jenkintown

EASTERN DISTRICT

Truman Reese, *Chairman*, Senior High School, Bethlehem
 Brewer, Mary, Tamaqua High School, Tamaqua
 Brown, Theodore A., Fountain Hill High School, Bethlehem
 Carney, Gilbert, Wilson Borough High School, Easton
 Conville, Mary E. (Mrs.), Butler Township High School, Ashland
 Dougherty, Bridgie, Mauch Chunk Township High School, Nesquehoning
 Fink, William L., State Teachers College, Kutztown
 Gearhart, Helen, 202 N. Eighth Street, Allentown
 Gernerdt, Charles G., Lehigh High School, Lehigh
 Giblon, Mary Ellen, Shenandoah High School, Shenandoah
 Harris, Estella C. (Mrs.), Muhlenberg Township High School, Laureldale
 Henry, Margaret (Mrs.), Summit Hill High School, Summit Hill
 Herbert, Mary E. (Mrs.), 102 Walnut Street, Allentown
 Hinch, Stella M., Mahanoy City High School, Mahanoy City
 Hoffman, Beatrice W., (Mrs.), Womelsdorf
 James, Ada G., Palmerton High School, Palmerton
 Kline, Kathryn A. (Mrs.), Senior High School, Reading
 Kline, Lois M., Hamburg
 Malloy, Daniel J., West Mahanoy Township High School, Lost Creek
 Marks, Edith (Mrs.), Lansford High School, Lansford
 May, Marjorie, Pen Argyl
 Monahan, Mary E., Saint Clair High School, Saint Clair
 Moore, Mary E., Northeast Junior High School, Reading
 Murphy, William J., Minersville High School, Minersville
 Neast, Betty, Mauch Chunk High School, Mauch Chunk
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 Schaadt, Woodrow, Emmaus High School, Emmaus
 Slegel, Martha M., Robb Junior High School, Allentown
 Taylor, Margaret, Ashland High School, Ashland
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